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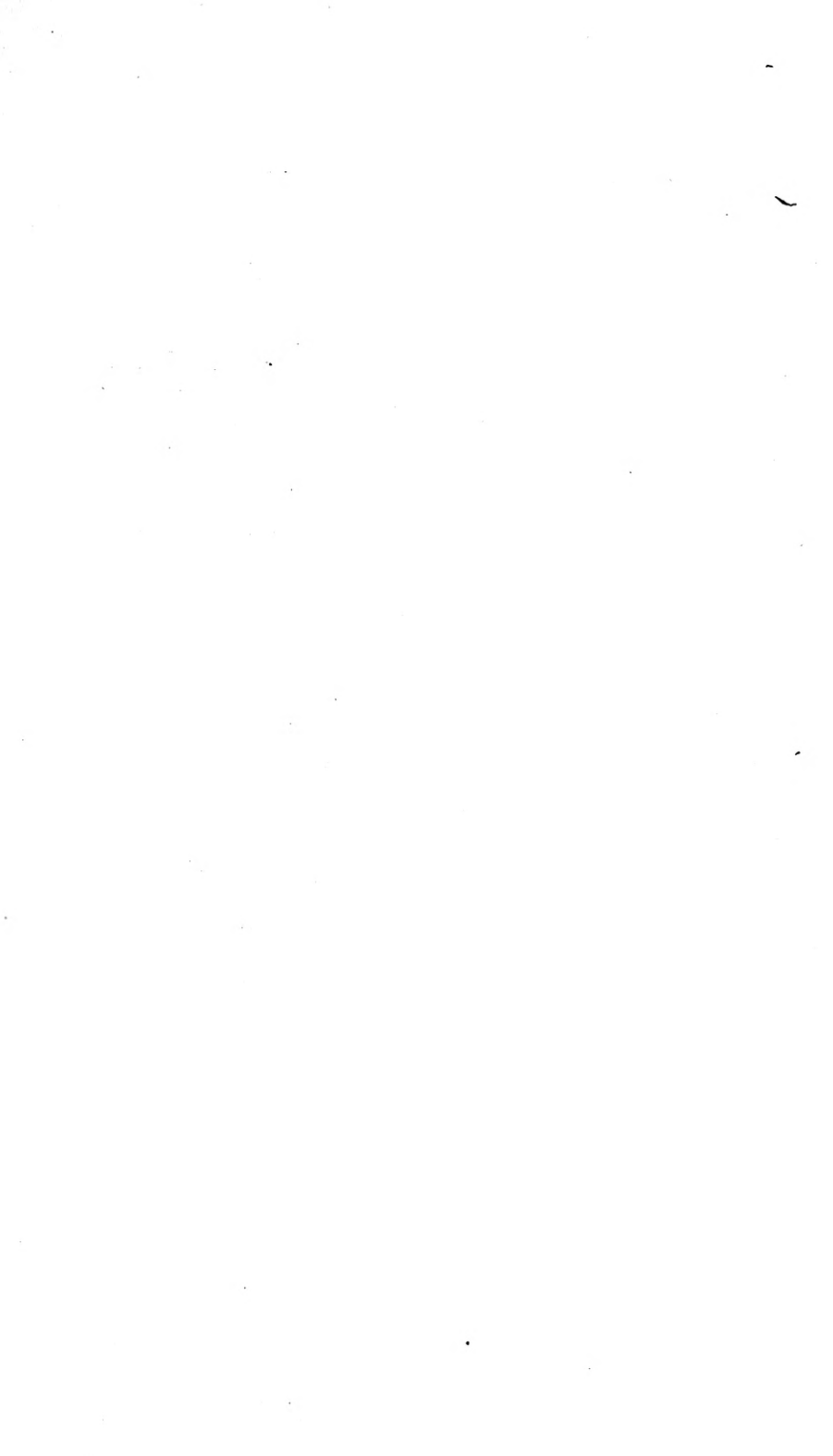
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ILLINOIS HISTORICAL SURVEY



THE

CHICAGO SCHOOLMASTER

A JOURNAL OF

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Vol IV 1871



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CHICAGO and NORMAL

ILLINOIS k.



INDEX VOL. IV.

	Page		Page
Atlantic Monthly.....	29	First Lessons in Geography.....	149
Alphabet of Teachers.....	42	Failure in Teaching.....	94
Algebra, complete.....	60	Fourteen Weeks in Geology.....	59
Arithmetic, French's Mental.....	60	"Geography, Eclectic Series,".....	88
Astronomy, Short Course in.....	120	Government.....	6-102
A New Departure.....	241	"Galaxy,".....	29
A Universal Programme for Country Schools.....	244	"Geology, Fourteen Weeks in".....	59
Annual Reports.....	254-264-295	Georgia.....	85
Arkansas.....	260-350	Gov. Gratz Brown.....	288
Anderson's Historical Reader.....	269	General Teaching without Text-Books.....	155
A Greyport Legend, <i>poetry</i>	277	Has the Normal School been Successful?.....	151
Already.....	305	"Hadley's Language Lessons,".....	327
American Institute of Instruction.....	250	Horace Greeley.....	287
Animal Lessons for Primary and Intermediate Schools, I.....	336	"Hugh Miller, Life of".....	268
Boston.....	23-81-110-141 170-202	Hull, John, card.....	199
Book Table.....	29-59-88-119-149-209-239-267-297-327	"History of the United States".....	59
	178-358	"How shall I Teach so many things".....	11
Boston Grammar Teachers.....	131	History, Teaching.....	3
"Bret Harte, Poems of".....	149	Illinois.....	24-52-82-110-114-142-144-172-202-233-261
Breathing.....	191		292-323
Buenos Ayres.....	228	Iowa.....	24-54-111-231-201-289-321-349
Bureau of Education.....	254	Illinois Normal.....	26-55-86-116-146-175-206-236
"Barnes' Brief History,".....	297		265-324-255
Boston Correspondence.....	317	Innocents Abroad.....	119
Baker, Ira S.,.....	317	Is it True?.....	128
Cramming.....	333	Illinois Society of School Principals.....	233-234
Census of 1870.....	316-345		255-259-322
Charles Scribner, Death of.....	286	Illinois Industrial University.....	203-212
Chicago Times.....	285	Illinois School Law, Proposed.....	254-292-351
Connecticut Industrial School for Girls.....	283	Indiana.....	291-319-361
Co-education of the Sexes—A New Departure.....	241	Jno. Stuart Mill.....	229
Compulsory Attendance.....	19	June (poetry).....	157
Chicago-24-49-51-79-109-139-140-199-226-260-289-318	167-348	Knox College.....	315
Cincinnati.....	29-52-110	Kentucky.....	202-230
Compositions.....	32	Kindergarten.....	119
"Chambers' Encyclopaedia".....	59-149-239	"Littell's Living Age".....	29
"Catalina et Jugurtha".....	89	"Life of Daniel Webster".....	59
Causes of Failure in Teaching.....	94	Lessons in Astronomical Geography.....	186-195
Courses of Study for Common Schools.....	132		219-274
Children, The.....	185	Lake Maggiore, Letter from.....	225
Dogma in the Schoolroom.....	159	Language Lessons I.....	341-346
Denominational Schools.....	181-194-229-347	Mathematical.....	317
Darwin.....	228	Michigan.....	261
Denominational and Preparatory Schools.....	242	Metcalf, Thomas, Letter from.....	248
Degrees of Latitude near the Poles.....	316	Mr. Sykes.....	229
Dictionary, Worcester's.....	329	Mississippi.....	202-231-320-350
Disasters.....	346	Mechanism in Thoughts and Morals.....	120
Educational Panaceas.....	301	Mixed vs. Unmixed Schools.....	76
Ends and Means.....	193	Music in Boston Schools.....	66
Editor's Department.....	16-46-75-105-136-164-194	Memory.....	64
	228-252-285-315-346	Maine.....	25-350
Effect of a Thought and a Drop.....	70	Massachusetts.....	84-201-169-350
Education needed by the Masses.....	73	New England.....	261
Effects of Education.....	76	Newspapers and Base Ball.....	286
Examination of Teachers.....	127	Nebraska.....	291
Educational Column in Newspapers.....	252	Natural History in Public Schools.....	161
"English Literature, Underwood's".....	328	National Educational Association.....	232-287
"Elements of Physiology,".....	328	Newspaper in School.....	72
"Elements of Trigonometry,".....	329	New York.....	80-110-142
"Elementary Algebra,".....	329	North Carolina.....	83
Educational Notes.....	332	New Jersey.....	202
Fashionable Gaming.....	229	Natural History in Public Schools.....	246
Floriculture.....	222	Overwork in School.....	197
		Oswege Principles and Methods.....	13
		"Our Young Folks".....	29
		On an Apple; <i>poetry</i>	217

	Page.		Page.
Our National Hymn.....	313	Statistics from the Census of 1870.....	309
O. S. Westcott.....	317	Simple Apparatus.....	314
Ohio.....	320-169	Teachers' Library.....	289
Oral Work in Algebra.....	339	The Great English Universities.....	310
Premiums.....	315	The Great Fire.....	315
Primary School Teachers.....	312	Teachers' Institutes.....	281
Public Schools vs. Boarding Schools.....	284	Teaching History.....	3
Public Schools of New York City.....	278	Teaching, Professional Drawbacks in...1-31-61	91-121
Periodicals.....	240-299		
Parent, The.....	98	The True Test of the Teacher's Work.....	47
"Physiology and Hygiene".....	60-269	The Memory.....	54
Primary Instruction.....	36	Teaching, Causes of Failure in.....	94
Publishers' Department.....29-60-150-180-210-240	290-330-360	Teacher, the Status of the.....	124
Pennsylvania.....	202-85-320	Teachers, Examination of.....	127
Professional Drawbacks in Teaching.....1-31-61	91-121	Teacher, Responsibility of the.....	183
		The Children, <i>poetry</i>	185
Paris Rebellion.....	198	Treaty of Washington.....	198
Queries.....	20-48-78-104-134	Teaching, Weightier Matters of.....	214
Reading out of School.....	279	Texas.....	230-320
Ripraps.....	224	The American Institute of Instruction.....	250
Ruloff.....	197	The Evil and the Remedy.....	272
Reading in Grammar Schools.....	9-189	Ventilation in the School Room.....	307
Reading in Primary Schools.....	33	"Virgil's <i>Eneid</i> ,".....	88
Reading.....	63-158	Vacation.....	228
Responsibility of the Teacher.....	183	Vacation Trip.....	253
School Palaces.....	197	Winter Evening in New England, <i>poetry</i> ..	306
St. Louis.....	201	Women's Salaries.....	288
School Attendance.....Nov., '70—26; Dec.,		Weightier Matters of Teaching.....	214
'70—55; Jan.—86; Feb.—113; Mar.—143;		Wonderful Escapes.....	119
Apr'l.—174; May—206; June—236; Sept.		What of the Future?.....	94
—322; Oct.....	345	Walks and Talks about Schools.....69-129	
Samuel J. May.....	231	Wonders of Bodily Strength and Skill.....	60
Suspension of Pupils.....	253	Webster, Life of Daniel.....	59
"Swinton's U. S. History".....	267	Wisconsin.....	25-112
		Westcott, O. S.....	317

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PROFESSIONAL DRAWBACKS IN TEACHING.

BY REV. F. S. JEWELL, PH. D., ALBANY, N. Y.

No. 1.—Certain causes of complaint not to be included.

Much is said about *the school*. What is the school? Not the school house; not the school children. One is mere organized material, the other is mind in chaos. Not until the youthful body politic is wisely organized, skilfully taught, and properly governed, is it a school. There is, then, no school until you have the teacher. "The teacher makes the school." It is the creation of his genius. Every one of its excellences is a sort of planetary result, thrown off from him and through him, as the central sun. In a truer than the imperial sense, the teacher may say: "*L'ecole, c'est moi.*"

Standing in this vital relation to the school, it becomes a matter of importance what the teacher is. This depends on two things: what he has been made, and how he keeps himself. The last especially, because to be the *teacher* implies the former, and because the latter is so generally overlooked. The teacher should be well educated, that all admit. That his personal training should be thoroughly kept up, few realize. The common practice of teachers is to go into their schools and work on from day to day, depending for self-sustentation and growth upon the school-room experience alone. They give the day's toil to others, and strive to live upon the wayside gleanings. What wonder that they come to be narrow in their views, and limited in their capacity to excite interest or command respect! What wonder that they have little pride in self-association, and find it hard to get above being looked down upon by the practical, wide-awake, outside world!

The fact is, teaching, like every other business, has its difficulties, its drawbacks. They are inevitable. The teacher must encounter them. He will be affected by them. He must struggle against their deteriorating influence, or they will prevail over him. As constantly as they operate to pull him down, he must build up against them. In common phraseology, the teacher has need to keep himself in "good repair." He must make that as much a part of his business as his teaching is. If he does not he must run down. In that case his prospect is deplorable enough. Of all specimens of the "lean and slippered pantaloons" in character, deliver us from a pedagogical anatomy.

Now, the question is, what are these professional drawbacks? The teacher needs to know. And this, the more especially, because in the common notion they are looked for in the wrong direction. For example, the peculiar evils of their business, teachers suppose to be, the amount of labor to be performed, the kind of work required, the severe confinement attendant on the prosecution of the calling, the insufficient rewards accruing from its faithful pursuit. Over these much ado is made; not unfrequently much grandiloquent, outside sympathy wasted.

And yet, these are not the professional drawbacks to be deplored and counteracted by the teacher. The hard work! What business is worthy of the name that is not full of hard work? Who ever becomes the true man without hard work? Who, that has any sense of the relation of labor to the development of *power*, desires a lap-dog, or show-figure profession? The glory of any business is the amount of skillful labor a man can find to do in it. Besides this, any other profession, well followed, thoroughly sustained, is just as full of "hard work" as teaching. The amount of hard labor to be performed in every profession is determined, not by the profession itself, but by the person's taste, preparation, and ambition. No man is fit for either theology, law, medicine, journalism, or instruction, without all these possessed in good measure, and such a man will either find hard work or make it.

Then, too, that "close confinement!" The school is confining? So is everything in which you really mean business. Confinement, the absorbing of one's time, is just as much a law of every real business, as work, or the absorbing of one's strength, is. From the mother in the nursery, to the premier in the department of state, there is no exemption. In many employments, also, the confinement, taking it through the whole twenty-four hours, or for the whole year round, is far more extended and severe. In few are the periods of release, the vacations, so ample in amount of time; in none are they so entire and absolute. The complaint, then, is simply due to general ignorance of business.

Much the same is true of the notion that insufficiency of compensation is a grievous evil in the business of teaching. Impressions, like fogs, magnify objects by their mere generality. A more specific and accurate knowledge would satisfy the teacher that, taking everything into account, amount, prompt income, regularity, certainty, absence of risks and outgoes, there are more other departments of intellectual labor worse paid than better. Too much is made of known cases of individual success and emolument. As though these were a type of all! For one of these, there are, in every profession, scores who half starve or perish, and who, in doing so, drop out of sight, and, hence, cannot be taken into the account. We can tell over the names of the victors in the triumphal procession, but who counts the nameless graves of the fallen? If, aside from these considerations, we take public school teaching throughout, and simply look at the limited professional preparation made, and the altogether temporary and subordinate ends for which the business is pursued by the great majority of teachers, we shall find it difficult to believe that the evil is in their case so oppressive. If any class has just reason to complain of inadequate rewards, it is rather the smaller, but liberally educated class, who, in our colleges and universities, are making teaching a *profession*, a specialty in its department, and a life work in their devotion to it. Neither this, nor any of the foregoing causes of complaint, have then a place among the professional drawbacks which are to be here considered.

TEACHING HISTORY.

O. F. M'KIM, DECATUR, ILL.

Two things are essential to success in teaching history: the first is a reliable text book in the hands of the pupils; the second is a teacher who can hear the recitation without the open book before him.

In a school where nine months are allotted to history, at least three of these months, consecutively or otherwise, should be devoted to an analysis of the subject, a classification of events, and the fixing of a few salient points. And if during the whole course of study these things are successfully accomplished, and no more is done, the time is better spent than in conning over the words of an author and acquiring nothing more than a mere jumble of words. The history of the United States, as well as all other history, is not the dry, rayless study that many teachers and

pupils make it, but it is fraught with philosophy, order, and beauty; even the handwriting of the Almighty is discernible on its every page to the intelligent student.

The classification that I have to suggest is by no means infallible, yet it certainly is natural and philosophical, and if properly applied will secure satisfactory results.

About four centuries have elapsed since the history of this country began; suppose we call each century a great period in our history. We find that the first period, or sixteenth century, is distinguished for discoveries and explorations. The second period, or seventeenth century, for settlements and the planting of colonies. The third period, or eighteenth century, for wars, the adjusting of rival claims between the mother countries, and finally culminating in the birth of our nation. The fourth, or constitutional period, including the nineteenth century, is distinguishable for growth, development, the building up of the nation. We discover that these periods lap a little on the other centuries, but no difference if they do, the classification is still a good one.

Having so much well understood, we proceed to subdivide. The subdivisions of the first period should be the discoveries and explorations of the countries of Europe. In this, Spain undoubtedly stands at the head of the class, and England next, closely followed by France. Now, as the part performed by a country is simply the part performed by a few individuals, we must seek out the names of those individuals and associate with each the event or events with which he has been most intimately connected. Every schoolboy knows that Columbus discovered America and as soon as he begins to make history a study he should become familiar with the names and acts of De Leon, De Soto, Melendez, John and Sebastian Cabot, Sir Walter Raleigh, Verrazzanni, Cartier, De Montz, and Champlain. He should also become familiar with the fact that Balboa, by discovering the South Sea, now the Pacific, that Drake, by sailing along the eastern shore of that great sea, and Magellan, by crossing it, demonstrated the fact, of which Columbus himself died in ignorance—that the newly discovered country was not a part of Asia but a separate and distinct continent.

In the second period, one classification is scarcely sufficient. Each colony should first be considered separately, fixing merely a few facts, and second, a chronological classification, in which most of the events may be fixed with relation to a few others that should be fixed definitely. For instance the exact dates of the following events should be fixed:—the settlement of Jamestown, the landing of the pilgrims, the union of

the New England Colonies, the conquest of New Netherlands by the English, and the annulling of the New England charters. The third classification is that of the names of the principal actors, with what each did, not omitting the distinguished Dutch Governors of the Netherlands. Also in this connection the succession of the English monarchs from Elizabeth to George III, is indispensable.

The third period should begin with the eighteenth century. Each of the inter-colonial wars should be fixed, the belligerents in each, and with and against whom the Indians fought. And finally comes the Revolution, the most important of all the wars in which Americans have been interested. After having viewed the former wars with care, and marked the military training which the boy Jonathan had been receiving, the student will readily discover for himself that the talk about tea, taxation, and stamps was a mere pretext for the young man's saying, "I am of age, henceforth I'll take care of myself."

In studying the Revolution, the campaigns, or the events of each year should first be fixed; next, the places, with events clustering around each, such as New York, Boston, Philadelphia, Charleston, and Savannah; and last the persons who were actors, both American and English, whether in the army or in the councils. In this Washington should be followed carefully from the time he is appointed Commander-in-Chief at Philadelphia, May 15, 1775, to the surrender of Cornwallis at Yorktown, Oct. 19th, 1781. The greatness of the man will gradually unfold itself to the student as he fills this outline by more extended reading; as he thus carefully observes his skillful management of the little band of patriots against the manœuvres of the vastly superior numbers of the British army. Want of space forbids any extended examination of the fourth period, further than that the student's attention should be directed to the rapid but gradual growth and development of the nation, the relative strength and importance of the Republic, as compared with the monarchies of Europe. The vastness of its territory, its unlimited resources, the achievements of its heroes, the embodiment of wisdom in its fundamental laws, should each receive careful attention; then, to the student who has thus studied the outlines of the United States history, and has filled it up by careful reading, the expression, "My Country," will mean something more than merely the land "where every man in it is liable to become President," or, as the Irishman expressed it, "the country where there is no hanging for staling."

Having thus fixed the outlines, the remainder of the time may be devoted to learning the particulars. studying a full and detailed account

of some of the more prominent events, and in preparing the student generally, for a knowledge of history, of which his school work can be but the mere foundation.

GOVERNMENT.

There is no pedagogical duty so difficult of performance to the satisfaction of all concerned in the welfare of our public schools as that of government. Essays and volumes have been written on the subject, the most experienced and competent educationists have discussed it frequently and thoroughly, yet the young or inexperienced teacher of to-day encounters difficulties precisely similar to those which beset the earlier way of his elder brethren, now so full of practical suggestions for prevention or cure. Has no progress been made in the last quarter of a century in the art of school government? Are failures in this department of school economy as disastrous to-day, notwithstanding the multiplicity and excellence of Normal Schools, state, county, and city, as in that early period when many of those who now are teachers were pupils? Failure is, by no means, infrequent, for human nature now differs but little from human nature as it existed fifty years ago. It presents the same tendencies to insubordination, manifests the same restlessness under restraint, wholesome or unwholesome, exhibits a similar aversion to mental labor, especially when that labor is so unwisely directed by the teacher that it promises, in its results, neither to gratify curiosity nor satisfy the love of acquiring knowledge which is likely to be of practical use.

While the subjects of school governments remain unchanged in many respects, and occasion new obstacles to success as numerous and as great as ever, the conception of the two objects of that government in the minds of educators have greatly changed for the better. In this, as in all other cases, a higher and nobler conception of purposes to be accomplished has been followed by a corresponding advance in the means adopted for the attainment of those purposes. The memory of most teachers can easily reproduce the time when there was little recognition of the fact that one of the chief purposes of family and school government is the preparation of all those who are exercised therein for that self-government absolutely essential to individual and social peace, safety, and prosperity. Failure to recognize this high object of government led, almost universally, to the adoption of inferior means of securing desirable results of any kind. The modes which were thought necessary

and serviceable in the government of irrational animals, were deemed as successful and unobjectionable in the government of children. Hence, the fear of physical suffering was made the principal incentive to correct deportment, both at home and at school.

As we look back to those days of comparative barbarism in the school-room, we may easily doubt whether a thought of the higher object to be accomplished in the government of children, and of the inconsistency of the prevalent modes of accomplishing that object, entered the minds of the majority of teachers of that not very distant time. There were, undoubtedly, in those times as in all times, in the profession of teaching as in all other professions, individuals who stood upon a higher and broader plane than the mass of their professional brethren, and who, in consequence of their superior elevation, enjoyed higher views of the true object of school government, and saw more clearly the more excellent methods by which that object could be secured. Such teachers were rare, and generally isolated. The brighter and better light emitted by them was circumscribed by the bounds of the district blessed by their successful labors. Educational periodicals and books, educational institutes, associations, and conventions, now the ready means of diffusing intelligence of educational progress and improvement, afforded them no opportunity of imparting to others a knowledge of the superior methods which patient thought on things to be sought, and patient investigation into the nature of the beings to be governed, enabled them to discover.

To-day, perhaps, no subject occupies larger space in educational literature than school government. Streams of wisdom, having their origin in research, study, and experience of the most elevated character, flow from all directions to guide him who, through the various instrumentalities which have been mentioned, will hold constant or frequent communion with his professional brethren. Strange as it may appear, however, it is nevertheless true that, notwithstanding the very great diffusion of light on the subject in consideration, educators of large and successful experience, careful and earnest study, have very generally decided that school government is an art that cannot be taught, that the power to govern may, indeed, be acquired, but no person can infallibly teach another how to govern. It is true that a knowledge of the general principles known to form the basis of all good government may be readily imparted, but the successful application of these principles in the ever varying circumstances constantly arising is a matter in which every one must depend chiefly on his own tact, discretion, and judgment. The application of precisely the same principles, in the same manner, and

apparently in the same circumstances, by different teachers, often leads to very different results. A mode of discipline eminently successful in the hands of one, may be extremely disastrous when tried by another possessing equal experience and intelligence. In such cases an observer is wholly unable to determine why effects so unlike should flow from causes and circumstances apparently identical.

In considering some of the causes of unsuccessful school government, the first of which we think lies in the teacher's partial or imperfect knowledge of the mind, and in his neglect to study and understand the mental peculiarities of the various pupils composing his school. While the general constitution of the mind is the same in all, there are varieties of development, inherent or acquired, and peculiarities of mental action in different individuals, which necessarily require different modes of government. These facts should be recognized by the teacher, and should lead to the adoption of a form of government possessing such a degree of flexibility as will render it acceptable to the greatest number of pupils.

Again, it is not difficult to discover ample causes of very great difference in the moral perceptions of pupils. What can be more diverse than the home influences to which the children of any school are subjected, and the corresponding home education which they necessarily receive. Respect for superiors, prompt, unquestioning obedience, abhorrence of wrong in its multifarious forms, love of truth and right at home and abroad, gentleness and faith, are the elements of a moral culture in which the children of some homes represented in the school-room, are patiently, perseveringly, and thoroughly instructed by the potent influence of example as well as by precept. Light the burden of discipline in a school where such children abound! Happy the teacher whom wise and prudent parents have permitted a foretaste of the bliss of millennial school-keeping! It is almost needless to remark that home influences and home education of the kind to which allusion has been made are exceedingly rare. In many homes, unfortunately, the associations of the children tend to render them not gentle but turbulent, not submissive but lawless, not controllable but impressible. But the diversities of home life are not the only circumstances necessitating modifications of any and all general methods of discipline. In addition to the unfavorable influences of many a home, the children of which must be taught submission to wholesome authority at school or nowhere, in addition to the pernicious effects of parental example, must be reckoned the baleful power of street life, than which no agency is more potent for

mischievous in the school-room, none fraught with more numerous and greater obstacles to successful government.

These diversities of thought, feeling, habit, life, external to the school, and in a great measure beyond the control of the teacher, must be perceived and understood by him, and be permitted their due weight in determining his mode of government. Unless this be so, it will soon be found that a mode of procedure productive of most excellent results in one case, may not only fail to accomplish the desire of the teacher in another apparently similar, but conduce to the very evils, multiplied and intensified, which it is the teacher's object to prevent.

READING IN GRAMMAR SCHOOLS.

E. C. SMITH.

We have often heard the old adage "An ounce of prevention is better than a pound of cure." A slight change in the words will express my views concerning methods and plans in the school-room, "An ounce of experience is better than a pound of theory." I do not propose to theorize much in this article.

Many a teacher has become weary and disheartened with his reading classes, especially after they have advanced so far that there is little need of drill in the mere act of enunciating the words; and again and again has the inquiry arisen, "What can I do to give greater efficiency to my exercises in reading?" Many a child, too, after having read and re-read the selections in his reading book, has tired of that recitation and has finally viewed it with dread and abhorrence even. And these conditions of mind in the teacher and pupil very frequently render the reading exercise productive of little or no good.

During the earlier stages of this study the mere fact that the child is, in each advance lesson, learning some new words or drinking in some new ideas, is a stimulus and help to interest him—but after he has passed along so far that these fail, and the child has become familiar with the subject matter of the selections in his reader, this exercise is not unfrequently a wearisome and profitless task.

Is there any way to remedy this? If so, what? Perhaps these questions are more easily asked than answered. Some have suggested the use of more than one series of readers, thus giving greater variety to the selections. I imagine that this would do admirably well in the first few

readers of a series, but I fear that in the higher readers we should soon fail again.

But as the opening of this article would indicate, I do not intend to theorize, and will therefore give a short chapter of *experience*.

Last winter at the meeting of the State Teachers' Association, at Ottawa, I was requested to try the experiment in the Grammar Department of our school, of using some periodical in the place of the readers assigned to the grades. I am rather slow to fall in with new things, and it was with some hesitancy that I consented to make a trial, but I did so and the result has far exceeded my expectations.

We found that the children were not disposed to subscribe individually for any magazine for that purpose, so the teachers requested them to bring a small sum each—say twenty-five cents. To this they readily responded and soon a sufficient fund was secured to send for "Our Young Folks" for six months, enough to supply the classes, by using the same books in the different grades, which has seemed no objection; and the six months' numbers will be enough for the year.

We could not finish a number of the periodical in a month, and read the articles with the care and study that we desired, and thus have used but an average of one in two months. There may be periodicals besides "Our Young Folks" that will serve a good purpose in this matter, but we chose it because of the instruction to be derived from many of the articles in it.

The advantages derived from such a course of reading, seem to me to be very great. The pupils find fresh reading matter, which is not the case where school readers are used, as in the use of *any book* the pupils soon select and read to themselves all the articles of special interest. They thus become familiar with them, and when called upon to read in class, they take but little interest in the subjects. But by this plan the children are furnished with a new book every two months, and with subject matter varied and fresh and up with the times.

I suppose it is no light task to compile a series of selections for a reading book, but I have felt that many of those in our present series of readers, were thrown in without much thought or care; and I fail to see their fitness for such a purpose. Yet allowing this to pass and admitting that the reading matter in our books is the best that we could reasonably expect, I still think that articles taken from a live periodical, full of fresh, new, and living thought, will interest and benefit pupils of the age and grade of those in our Grammar Schools, far more than a rigid adherence to the readers.

I would not wholly discard the use of a reader in these grades, for it may be used in connection with miscellaneous reading, with good results.

I have furnished this "bit" of experience the more cheerfully and confidently, because of the high satisfaction which this course has given to our Grammar School teachers. I do not however introduce the pronoun of the first person, or speak of our own school, with any desire to bring myself or the school into special notice, but simply to give force to the fact, by showing that the thing has been done, and has produced better results with less labor than we had been able to secure with the old plan.

As a summary then of the advantages to be derived from this course, I may mention:

1st. Fresh reading matter, and such as the children are required to read in the daily and weekly papers at home.

2d. More general information.

3d. New books often.

4th. Greater interest in the reading exercises.

And 5th. Better results with less labor.

"HOW SHALL I TEACH SO MANY THINGS?"

This is the anxious inquiry of teachers when they see a course of study spread out before them. The tendency of all our schools has been to *widen* the course of study rather than to *lengthen* it. We are forgetting the great value of time in the educational equation. We seem to think that the square of the course of study = $\frac{1}{4}$ rather than that the time increased twofold would give more nearly the result we want. But the ever recurring question is "How shall I teach so much?" This divides itself into two parts:

I. How shall I keep up a review of past work while pupils are in the Grammar Grades? and

II. How can I teach the extras thrown in upon me?

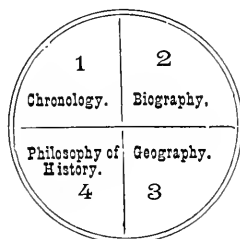
In answer I will simply say how I do.

On Wednesday I have an entirely different programme from that used on the other four days of the week. On the studies of past grades I have a list of questions on cards. These cards are distributed one week in advance and the pupils required to look them up. If they are satisfactorily answered they are returned to me and re-distributed; if not satisfactorily answered the pupil retains them another week.

For instance, in history; One hundred cards are prepared somewhat like the following:

BUNKER HILL.
GEN. BURGOYNE.
CAUSES OF THE WAR OF 1812.
17th OF JUNE, 1775.

These cards keep in view the four quadrants of history, viz:



Thus completely interrelating and supplementing each other.

These bring back to the class all the prominent events of history, and keep them posted on the past work and also *teach them how to use books* by constantly sending them to the sources of information.

My course in arithmetic is this. Have an old arithmetic at hand; cut it up into slips to suit, and let the pupils draw and prepare and recite as in history. In geography I have monthly contests on topics in the same way, together with naming counties and county seats in the pupils' own State. See who can write out one hundred prominent towns in the United States, or Europe, or Asia; then take up the rivers in a similar manner, and so on. In a word take four days of the week to bring on the regular work and one day to bring up the past work, and to bring in the extras. My two higher classes are now bringing in on each Wednesday not less than two specimens of English literature, together with the name of the author, and all are usually prepared to give some account of his life and writings. This cultivates taste and also gives the teacher an insight into the tastes and readings of his pupil. But "*Verbum Sap.*"

JONA.

OSWEGO PRINCIPLES AND METHODS.

Begin at the beginning, take one thing at a time, pursue a natural order, and never tell a child what he can, with reasonable effort, find out for himself.

Proceed from the known to the unknown, from the concrete to the abstract, from particulars to generalizations.

That the proper starting point is at the beginning, would appear self-evident, and yet, plain as this principle seems, it is comparatively rare, either for teachers or authors of school-books to heed it. It is much more common for those things that naturally come last to be put first, and those that belong first to be put last. For example: nearly all our text-books begin with definitions, rules, and formulas; and teachers follow the same order. Now, these are deductions, and cannot, from the very nature of the case, go before the facts and processes, and ought to be made to occupy their appropriate place. As in the attainment of knowledge, so in the mental activities, there is a natural order of development. This order is now so well understood as to make a formal statement of it hardly necessary. No one needs to be told that the perceptive faculties reach their full strength and activity long before the reasoning powers come to maturity; and yet this fact is not practically recognized in our educational processes. We overlook those early faculties which must necessarily lie at the foundation of the healthy growth and activity of those higher powers which are longer in maturing. In this we are far from starting at the beginning.

All acquired knowledge is based on our perceptions, and hence, the greater the variety, and the more vivid they are, the greater will be our power to acquire knowledge, and our ability to impart it to others. There never was a more serious mistake than to suppose that *words* have power to impart ideas. In this direction they are utterly helpless. They can only assist in recalling ideas already formed, and aid us in re-arranging and combining them into new forms of thought. These new creations will be found to be made up of old material, acquired in the only way possible, through the medium of the senses. It is in vain that we undertake to describe to a blind man the beautiful tints of the rainbow. If these colors could be compared to the forms or sounds, or those sensible qualities of which he gains a knowledge through other avenues of the soul, then the case would be quite different. A blind man, being asked what was his idea of the color of scarlet, replied that he thought it was like the sound of a trumpet. The same is true of the deaf man, in

another direction. He only conceives of sound by comparing it with something which he sees, feels, tastes, or smells. To him the language of sound is utterly unintelligible, and to his mind can never convey any correct ideas. And so we might speak of all the other senses. They may act a vicarious part, each for the other, but human speech can never be made a substitute. Speech is to thought what a handle is to a jug; very convenient, indeed, to aid in using it, but valueless when broken off. Henry Ward Beecher, when traveling in Europe, wrote home that he could convey to the American mind no idea of the Alps, as there was nothing in America with which to compare them. Here, then, is a man, one of the most remarkable, perhaps, of any in this country, for his powers of speech, acknowledging his dependence upon ideas already formed, through which, as a medium, to awaken in the imagination a new creation. No *words* could do this for him. These illustrations go to show that ideas must come before words, or that these ideas can only be gained through the medium of the senses. This makes it plain, then, as to where the education ought to begin in the training of the human faculties. We must begin with the senses, and these can only find exercise, and consequent growth, in dealing with sensible objects. Hence, the work of both parent and teacher ought to be, to bring the child in contact with as many *realities* as possible, to give him the widest range of *experience*.

These are to him stock in trade, they are his capital, and the larger you make this investment to him, the better his chances of success in every direction. His ability to make future acquisitions will be wonderfully multiplied by it, as well also his power to use all his acquirements. Just here we are reminded of an erroneous impression sometimes entertained: that in objective teaching the sensible object must always be presented to the child. A more serious mistake could hardly be committed. Ideas once firmly fixed in the mind have no longer any use for the objects or realities which gave them existence. They now, in fact, become incumbrances, and must be thrown off. A child who has seen a horse, a cat, or a dog, a hundred times, no longer feels the necessity of having these objects brought before him that he may gain an idea of them. It is much better that he should depend upon the mental concepts, not only in point of convenience, but as a matter of culture. In this way they will become more clear and exact. In all the practical duties of life these must be the main dependence, and hence the importance of making them as vivid and as ready of command as possible. This is best accomplished by exercise. At first the object is indispen-

able, but after it is once thoroughly imaged upon the mind, it is better to depend upon the reproduction of this image. We should only go back to the object when the mental picture is incomplete. Hence, in time, as we progress, the object lessons proper drop out, although the objective method of presenting truth continues. These are, however, very important to him as a preparation for the successful pursuit of his subsequent studies. The "Lessons on Form," and "Inventive Drawing," lay the foundation for the study of geometry and objective drawing; the "Lessons on Place," for geography; the "Lessons on Sounds," and the marching and gymnastic exercises, for music and its essential accompaniment, time; the "Lessons on Animals," for zoology; the "Moral Instruction Lessons," for moral philosophy; the "Lessons on Plants," for botany; "Lessons on Size," "Weight," "Color," and "Objects," for the natural sciences generally. These, indeed, may not be considered the prime objects, but they have, nevertheless, an important bearing. The greatest point gained is, doubtless, the awakening, quickening, and strengthening of the early faculties of the child, and the cultivation of language. All these are but the continuation of exercises begun before the child enters the school-room. They are emphatically nature's methods, and the nearer we can keep to them, the more successful shall we be in preparing our pupils for independent thought and investigation, for the acquisition of knowledge after they leave the school-room, and for the active duties of life. The boy who has been so trained us to observe quickly and accurately everything coming within the range of his senses, and readily to trace cause and effect, will not be likely to abandon these habits when he leaves the school, but will go on continually adding to his stock of knowledge, using for his books the stones, the trees, the flowers, all animate and inanimate objects about him. If, in addition to this ready, accurate observation, he has been trained to an equally felicitious power of expression, his usefulness and success in life are placed beyond all peradventure. To attain these results should be the aim of all school training, and we ought to be satisfied with nothing short of it. The true test of the success of any educational process is not in questioning the pupils on subjects that have been discussed in the school-room, but upon topics to which they have never before given thought. This will afford an opportunity of observing their ability to grapple with new thoughts and principles, and their power of original expression. That education is very unsatisfactory which goes no farther than to enable the pupil to repeat, in a language not his own, the ideas gained from books or from the living teacher; and yet such is the ultimate end attained in nine cases out of ten in our schools as they are conducted. The process

is one of pouring in, instead of drawing out. Too many things are crowded upon the attention of the child at once, often those which are above his comprehension, and little regard is had to any logical order in their presentation. The tendency of this is to break down all self-reliance, independent thought, and investigation; to distract, confuse, and lead the child to memorize the words in which the ideas are clothed, rather than to grasp the thoughts and communicate them in his own forms of effusion.

REPORT OF LOCAL BOARD.

EDITOR'S DEPARTMENT.

We enter upon the new year with renewed courage and vigor. The improvement in the appearance of the *SCHOOLMASTER* during the past year has met with general favor, and the character of its contents has received the highest commendations. We shall continue to improve it in every respect, feeling assured that our educational friends will appreciate and support a vigorous, wide-awake, and practical journal. For greater definiteness its name is changed to the *CHICAGO SCHOOLMASTER*. It is believed that no other educational journal contains so much that is practical and valuable to the teacher, and so fully repays a careful perusal, or that will do so much in the way of suggestion and illustration, or aid so much in making teachers successful.

We therefore expect a liberal patronage, for all teachers desire to attain to the highest possible success.

We would call attention to the contributed articles in this issue. That from Mr. Jewell, of the Albany Normal School, is the first of a series which he will furnish, and which will be of value to every teacher. That on history is worthy of careful reading, and the plan suggested, of adoption. That on reading is valuable for the experience it affords. We have long believed and advocated that something besides the regular reading books should be used in the higher class especially, and are glad that the experiment has been carefully tried by many, and that we can give the testimony in favor of miscellaneous reading that we furnish this month. The method of keeping up back studies is so clearly stated that all can at once adopt it, or invent one that suits them better by this suggestion. We hope our friend will continue his practical hints. We give some space to the exemplification of the principles and methods in practice at Oswego, believing that they will commend themselves to all thinking teachers, awaken inquiry, and beget experiment to test their utility. We regret that our space is too limited for the whole of the report; we may insert the rest in a subsequent number.

The article on government is by a principal of a normal school in the west, and is worthy of careful perusal. Other articles from the same pen are promised for future numbers.

Articles are also expected from time to time from the President and several of the Professors of the Illinois Normal University, and from some of the best educators of the country.

It will be noticed that we have a department entitled Query Box, wherein questions pertaining to instruction, school management, books, institutes, and educational matters generally, will be briefly noticed and discussed. We expect to make this one of the most valuable features for the teacher, and we solicit from all who read our journal some question or questions for this department. Send them every month or oftener, and we will try to give them due attention.

We also invite our friends to send us educational items from their sections, or such as they may see in their reading. All that is sent us will be duly appreciated and noticed. We take this opportunity to express our unqualified thanks to those who have done this, and taken a personal interest in the welfare of the CHICAGO SCHOOLMASTER.

In this connection we would urge superintendents not to forget to send us *early in the month* their monthly reports. We believe that great good will result from this comparison, and hope that none will fail to send reports, even though there may be some epidemic or menagerie in their towns. Allowances are always made for such things. Good attendance is a pre-requisite to a successful school, and whatever will bring it up legitimately to the highest possible standard ought to be adopted. We believe that reporting the attendance regularly for publication will help wonderfully in securing it. Do not fail, therefore, to send your report as soon as it is made out.

We send this number to all our subscribers, though their subscriptions may have expired with the December number. Please forward your renewals, and such new subscriptions as you are able, before the time for the next issue. Those who find a number on the cover or wrapper are thus notified of the issue with which their subscriptions expired.

We can speak most confidently of the future, and feel assured that our pages will grow more and more attractive with each issue. We shall try to reach your minds and hearts, and give you words of comfort, cheer, and counsel. Our sympathies are with you, and we shall labor for your benefit in every respect. We shall urge you to higher attainments, to constant study, to vigorous thought. We shall endeavor to show boards of education that educational laborers are worthy of the most liberal salaries, and that any price, however low, that is paid to the unqualified and incompetent teacher, is more expensive than the highest salary that could be paid to the worthy teacher. If we are faithful in doing our work well, and *continuiug* so to do, we shall all see the day when teachers will rank with other professional laborers in salaries, and hence in society.

We have engaged Aaron Gove as a permanent correspondent at Normal, Illinois. Items respecting present and past students of the University, the condition of classes and class work, the whereabouts of absentees and graduates, the work of the societies, in fact all things interesting to Normal students will be reported. Mr. Gove has an intimate acquaintance with the institution and its teachers. He has been familiar with it from its earliest history, and is now so situated that he will be able to give correct and complete reports of the doings and events at the University. He will always be glad to correspond with its friends, and solicitous for news from them. All letters respecting the graduates, and inquiries concerning the University, should be addressed to him at Normal. He is also authorized to receive and forward subscriptions for the CHICAGO SCHOOLMASTER.

We heartily second the *Ohio Educational Monthly* in its efforts to correct some of the evils of the graded system. In a recent number it takes the ground that teachers should to quite an extent be free to instruct after their own methods, but be held accountable for results; that courses of study should not prescribe the daily, weekly, and monthly work of the teacher; that a *minimum* of attainment might be required; that teachers should not be restricted to the work laid down in the course. "Uniformity should be required only so far as it may be important or necessary."

"But the remedy for the evil under consideration (the restriction of the teacher) is intelligent, elastic supervision. Supervision is of doubtful worth when it exhausts itself on the mere mechanism of a school system. It must, of course, secure uniformity and system, but these may be attained without grooving the teachers' instruction or sacrificing their professional freedom and progress. An experienced superintendent once remarked to me that his chief business was to keep his teachers out of the ruts. To this end the superintendent must be qualified to instruct, inspire, and lead teachers in the work of professional improvement; and his supervision must be flexible enough to allow free investigation and experiment. It is true that a corps of teachers, imbued with such an earnest spirit of inquiry and progress, will run in no one's groove, but what is thus lost in uniformity, will be more than made up in vital teaching.

This leads us to say that the great agency for securing needed uniformity of instruction is the thorough training of teachers in both the principles and the methods of their art; and this is an important function of supervision. Successful methods may be evoked; they cannot be imposed. They must bear the impress of the teacher's image. We are slow in learning that philosophic methods of teaching are practicable only to those who have some insight into their principles."

It would be quite difficult under any supervision to make teachers feel great freedom in instructing, so long as they have pupils but a short time, and teach but a specified portion of any branch to their grade. If each teacher should be responsible for the instruction of one study, she could have all the freedom she desired without anticipating the work of another, or feeling that she is beyond her grade. It is a great evil of the graded system that a teacher never begins and completes a study with a class; but one begins, another, and another continues, and perhaps a seventh or tenth completes. Neither teacher nor pupil can do much else than turn the crank while these things are so.

COMPULSORY ATTENDANCE AT SCHOOL.

We have several times alluded to this subject and feel that it deserves more attention than it receives. We are the more earnest in this matter from the fact that only about one-half of the pupils in the country finish the third reader, or write except from copy or at dictation, or learn how to solve examples beyond the fundamental rules of arithmetic. They go out into the world without that preparation of mind which makes practical and successful business men; without those aspirations for personal improvement which are constantly luring onward those who are better educated. Nor do they remain long enough to have their characters formed and molded, but are thrown into the society of others as uncultivated as themselves, or left to prowl around the streets, a pest to society and a school of vice to the better disposed children.

Our laws give all men who have reached their majority the ballot—equal political power whatever their mental condition; and these children, however ignorant they may be, will become invested with this political power when they reach majority. It is not necessary to ask how it will be used; the political history of the past few years is a sufficient answer. Our only remedy is to educate; to keep children who are not absolutely needed to assist in supporting their families, in school till both mind and character are formed. Says the Superintendent of Public Schools in Cincinnati,

“Unless the people can be educated into a spirit that will induce them to make some sacrifices to keep their children in the public schools, compulsory education in some form least objectionable to the spirit of our free institutions, must be resorted to. The highest good of the State demands that every one of its citizens should be trained to discharge aright the duties and responsibilities of his citizenship. To deny the right of the State to enforce this demand, is to deny the right to educate at all.

The mass of uncared for youth who roam the streets of our cities and towns, growing up ignorant in all that is good, and wise in all that is evil, does not diminish greatly. Something must be done to meet the emergency. Humanity, as well as the wisest State policy, demands that these youth, containing within them all the capabilities of good citizens, shall be saved from a wretched life of misery and crime, and be reared to one of respectability and happiness. The question needs to be grappled with at once and in a practical way.”

In New York and other cities the same evils are felt; in almost every village in the whole land are numbers of youth without any aim; neither working nor studying, but existing in a state of animal content. What will become of them when they grow to the size of men? They must eat and be clothed, and yet they know no trade, no means of earning their support but by the hardest labor, to which most of them will be decidedly averse. The alternative will be to obtain these by crime. No youth, therefore, should be allowed to haunt the streets; he should be required to have some regular work, either learning a trade, or attending school, that the ranks of our criminal population may not be so rapidly recruited. If these have the ballot, they should also have its true condition, intelligence. In Massachusetts, only those who can read the English language and write their names, exercise the elective franchise;

as a result, she has the most intelligent population in the union. If in our States in the West all may vote, should not the law compel all to reach a certain standard of education, and disfranchise such as do not fulfill the condition?

Something should be done at once to arrest this growing evil, and at the same time provide for these youth a suitable education, both of mind and hand. We expect that the discussion before the Illinois State Association will lead to something definite, and that the Legislature of Illinois will take this subject into consideration during its next session.

OUR QUERY BOX.

Can a teacher do good work in school if housework employs her attention at home?

Either the school or housework will be neglected if both are attempted. No teacher can be greatly absorbed in both at the same time. No one can daily interest and inspire her pupils whose mind is not continually charged with enthusiastic sympathy, and has not a definite idea of the condition and needs of her pupils. This requires labor in the direction of her profession, and proper attention to her physical well-being, and little time will be left for housework.

Can a teacher do good work in school if the study of law occupies his attention at home?

If law be studied as a means of development to aid him in his educational work, and he *expects* and *intends* to make it such, and not to provide a way of escape from teaching, he may be very greatly aided by it. We believe that some regular daily study would give the mind of the teacher more power and concentration, and enlarge his intellectual vision, which would soon manifest itself in his pupils. If, however, he lose interest in teaching because something else is the objective point of his efforts, his school labors will become less valuable daily.

On general principles, is a man or woman honest who takes charge of a school and makes school duties secondary?

Certainly not, morally. If hired to teach at odd times, or it is understood when he is hired that other work will receive his best strength, less blame should attach to him than to his employers. If his salary be so low that he must give some other business his best efforts in order to meet his reasonable expenses, we believe one would be perfectly justifiable in making school work secondary. We believe still further that the salaries of teachers should be such that they can save a little each year to provide for unseen contingencies, and that it would be for the welfare of the people generally if they so considered it. No teacher should have a salary that just keeps him from starving, or requires the best effort of his mind to live within his income. Salaries should be such that teachers will be induced to make constant effort for a more liberal culture.

Is it ever a good plan to re-assign a lesson with no advance?

That depends upon the length of the first assignment. Generally it is not. Our plan has always been to give an advance and a review every day. For example: to-morrow's lesson will consist of to-day's advance

(which will then be review), and a new advance. In this way every subject will be studied and recited twice, which generally fixes permanently in the minds of pupils the principles and facts to be mastered and remembered.

By what should the assignments be gauged?

By the average ability of the class. If gauged by the ability of the brightest, they will be overworked and the slower ones disgusted; if by that of the slowest, the brighter ones will become indifferent and disgusted.

Should pupils be expected and required to reproduce what is told by the teacher?

Always. If not, they form careless habits of listening, and lose concentration of mind. They should learn to keep their minds upon the topic under discussion or explanation, even though their emotions are not stirred. This of itself is a valuable part of education. It is necessary in order to ascertain whether they have received correct impressions from the teacher's statements. All teachers are probably aware that the different moods and prejudices of pupils form so many different standpoints from which they look at all statements (as well as acts) of the teacher, and unless they are required to express in language, in the presence of the teacher, their understanding of his sayings, few will receive them absolutely correctly.

Are there any circumstances in which a pupil of the Grammar or High School should be told the pronunciation of a word?

Only when there are insufficient means for them to ascertain it for themselves, should they be told. They should have been taught how to find the pronunciation from a dictionary, and required to use one before entering the Grammar school.

Why insist on one pronunciation or spelling when Webster and Worcester disagree?

Simply that each pupil may be uniform in the spelling and pronunciation of the words he uses.

How would you organize a district school?

After the pupils have assembled in the school-room, ask all who have a certain reader, fourth for example, to take the recitation seat, or to stand in a class, and hear them read; mark their efforts, that you may have some guide in classifying them. Those that read the best will form the fourth-reader class; the poorer will go into the third-reader class. In the same way form the other reading classes. The same division will answer for spelling. Make but two or three divisions of your school for arithmetic, till you have ascertained their capacity and advancement, then they can be classified properly. If individual pupils are considerably in advance of the rest, allow them to work as fast and far as they can, though they recite with the others. Pursue the same course in grammar. In geography they might be allowed to study where they wish as a class, but direct them especially to the United States and Europe. Have a definite plan laid out before entering the school, then modify as circumstances demand. Make out a programme of daily work for the direction of yourself and your pupils. Make as few classes as possible with justice

to the pupils, that you may have time for each recitation. Do not become confused nor disconcerted, nor allow the children to become restless and noisy. Give them something to do at once, even before they are classified, for occupation is the great preventive of disorder, and the great promoter of order and good-feeling. Advance pupils as rapidly as they show ability to perform more advanced work.

How would you call classes upon the floor for recitation?

We believe the best way is that which takes the least time, and makes the least confusion. Pupils always know the order of recitations. When it is time for a class to be called, count one (for turning in their seats), two (for standing), three (for marching to their position on the floor). Some prefer to strike a bell gently, or tap the desk lightly with a pencil; the latter method we adopt and prefer, no words being necessary, as it secures attention to and observance of the slightest motion of the teacher, and begets quietness.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—The Common Council has authorized the purchase of three school sites; one in the South, and two in the West Division. The Committee on Text Books reported in favor of the re-adoption of a course of Drawing, and the employment of two special teachers to give instruction in this branch. Bartholomew's Drawing Cards were adopted for the seventh, eighth, and ninth grades. The rules were so amended that it becomes the "duty of the Committee on Salaries to recommend to the Board at any time such changes of salaries as they may deem advisable, and to consider any recommendations that may be made by the Committee on Appointment of Teachers, in cases of those teachers who come to our schools with much and successful experience in schools of like character elsewhere." The rule requiring the principals of Grammar schools to give one third of the instruction of the first grade, was so changed that they are permitted to give one third of their time to the instruction of "such grades as will secure the best good of the schools under their charge." But they did not make any body else responsible for the instruction hitherto given by the principals, in case they think other grades need their labors more than the first; practically, therefore, they are confined to class duty in one grade as much as before, and cannot give the different grades the attention necessary to secure the best results. Besides, the rule operates very unequally upon the different principals; some have small schools; others, of medium size; and still others large ones; and to enact that all shall spend the same length of time in class work is neither reasonable nor just. The rule needs still further attention from the Board.

They also provided that pupils who had attended a High School before coming here, should be admitted as members of the High School here, provided they could pass a satisfactory examination. The average attendance at the evening schools for November was 883, or about 53 per cent. of the enrollment, and 155 less than for the month of October. Mrs. Mary W. Lewis was elected assistant in the Normal School.

CINCINNATI.—There seems to be some opposition to the public schools, chiefly on the part of Roman Catholics. In 1857, there were 12,410 pupils in the public, and 4,757 in church schools; in 1869, there were 27,182 enrolled in the former, and 21,982 in the latter, showing a very large increase in favor of the church schools. There were 572 pupils in the High Schools last year; less than three per cent. of the average number in the public schools; 53 or less than ten per cent. of whom graduated. The same fact is observed in Chicago, where only about two per cent. of all the public school children attend the High School, of whom only about eight per cent. graduate. These facts show that the schools in these two cities are not adapting themselves to the wants of the people, or that there is little demand for higher education. We apprehend that there is some truth in both suppositions. It might be well to look a little more clearly at the courses of instruction, the want of flexibility in the systems, and the amount required of pupils in order that they may pursue the three R's, or those branches absolutely essential to the future welfare, success, and intelligence of a great majority of the children. The per cent. of attendance for the last year was 95.6. The cost per pupil of the school department on average number belonging was \$50.20 in the High, \$18.70 in the Intermediate, and \$15.70 in the District schools; in all the schools \$17.85. We find a rule for the government of the schools as follows: "*In all cases when the conduct and habits of a pupil are found injurious to associates, it shall be the duty of the Principal, with the advice of the Local Trustees to suspend said pupil from the school.*" But we did not find the number of suspensions that were made under that rule—possibly there were none. We have too little space to notice some other parts of the Superintendent's report.

BOSTON.—At a meeting of the School Committee, held December 13, the new school on Madison Square, was by a numerous vote, named the Sherwin School, in honor of the late Thomas Sherwin, for many years head master of the English High School. Silas C. Stone, submaster in the Lewis School, was subsequently elected master, and Charles W. Hill, submaster in the Washington School was appointed submaster in this school. Rodney G. Chase, submaster in the Dwight School was elected master of the Wells School in place of Reuben Swan, who has resigned his position after an honorable service of nearly a third of a century. Silas H. Haskell, usher in the Dwight School, will succeed Mr. Chase as submaster. S. O. Norris of the Brimmer School, has been elected a submaster in the English High School, and T. H. Wasson of Marlboro, Mass., takes the place thus made vacant. A. G. Whitman, C. H. Camsten, and C. J. Lincoln have also been appointed submasters in the High School. The growth of the school has rendered it necessary to increase the corps of teachers. Five ladies have been appointed additional teachers in the Girls' High and Normal School.

Geo. K. Daniell, Jr., teacher in the Eliot School has been appointed submaster in the Lyman School, to fill the vacancy occasioned by the transfer of Mr. Dearborn to the High School. Mr. Dutton of Manchester, N. H., has been selected as submaster in the Prescott School in place of Mr. Webster, promoted to the mastership of the Hancock School.

Geo. W. Neal of the High School, Concord, Mass., is chosen submaster in the Quincy School, as successor to Mr. Wood, now master of the school. E. B. Fox of the Coffin School, Nantucket, succeeds Mr. Daniell in the ushership of the Eliot School.

ILLINOIS.—It will be news to many to learn that this State has salt works of some notoriety and age. In 1800 the U. S. established works at Equality, Gallatin County, which for many years supplied the whole west. The product of the works was conveyed in barges and pack trains to Indiana, Kentucky, Tennessee, and Alabama, from which the government derived some revenue. One of the wells is 1,106 feet deep, and yields 800 barrels of salt a month.

Hon. Newton Bateman, State Superintendent of Public Instruction, has received a call to the Presidency of Iowa University, but we learn that he declines the honor. At this juncture we cannot well spare him, and congratulate ourselves that he is to remain here.

MACON COUNTY.—We have just closed our County Institute after a very successful session of five days. Prof. J. W. Cook, of the Normal University, and Prof. S. S. Jack, and Supt. E. A. Gastman, of the Decatur Schools, conducted all the leading exercises, according to a programme previously announced. A half hour each day was profitably devoted to discussions. The best of feeling prevailed in all the exercises, and much pent up humor found a sure safety-valve through the inevitable *Query Box*. Thursday afternoon was spent in visiting the Decatur schools, and on Friday the Decatur teachers joined our number, when the roll indicated an attendance of 112 teachers, all belonging to Macon county. Whatever work was required by the instructors was cheerfully done by the members of the Institute, and very many inquiries as to "best methods" were made, and each in its turn was disposed of in a satisfactory manner. Addresses were delivered on Tuesday and Thursday evenings by Profs. Jack and Cook, respectively. A little episode at the close afforded a very happy ending to what had been throughout a pleasant meeting,—it was the presentation to Prof. Cook, by Supt. Gastman, in behalf of the teachers of Macon county, of a silver pie-knife. I am well satisfied that much good has been accomplished. I fully expect to find indications of the same in the schools of those attending.

OSCAR F. MCKIM, Co. Supt. Schools.

JACKSONVILLE.—Each school is divided into six grades, each of which may be divided into two sections. A complete course of study has been arranged by the Supt., defining the work of each grade, and giving suggestions to teachers of methods to be adopted to do the work assigned them. The syllabus of lessons in language and composition, embracing conversational lessons, is worthy of notice by teachers generally. Too little is done in developing the observing faculties and in cultivating an easy and correct expression of all ideas. We are glad to see that more attention is given to this department of instruction, and believe it will result in much good. This syllabus begins with the second (lowest grade but one) and extends to the High School.

IOWA.—The Principals and Superintendents of Iowa met at Independence on the 25th and 26th ult. and organized an association. They

agreed on a basis of admission into High Schools, and appointed a committee to prepare a list of questions to be submitted to all their pupils now reported "High School pupils," and hereafter to report none as such who can not make 80 per cent. on an examination on those questions; this secures uniformity in reports. It was also agreed by County Superintendents not to issue a certificate of any grade to a teacher who can not pass the same examination. This will cut off many teachers, or cause them to post up. This association holds another meeting to agree upon a course of study; this will be held at Cedar Falls on the 28-30 of the present month. (Dec.) It is hoped thus to secure much more uniformity in schools. Several counties are moving for County High Schools, under the law passed at the last session of the Legislature. Our county Institutes have been generally attended, and the law compelling teachers to attend well enforced. Independence has just completed a \$25,000 schoolhouse. Prof. Piper, of Manchester, is giving a course of lectures to his pupils on Wednesday evenings illustrated with a magic lantern. The *Iowa School Journal*, in the December No., hits somebody hard. In praising Supt. Pickard's report, it says they would be glad to exchange reports, but are ashamed to, owing to so great a distance between them. A joke on somebody. Iowa stands seventh in the list of States on the basis of amount *per capita* appropriated for education; Nevada leading the list, with Massachusetts second. A long step in advance was taken by Massachusetts at the last session of the Legislature, in introducing drawing into all the schools, and compelling towns of over 10,000 inhabitants to keep up a school for teaching practical draughting. Can Iowa not take that step next?

IOWA.

WISCONSIN.—A Principals' and Superintendents' Association is called to meet at Madison, December 27-30, to discuss the following questions:

1. What course of Instruction best disciplines the child for good citizenship?
2. How far may the State wisely prescribe *matter* and *method* of instruction in the schools it supports?
3. Is the Compulsory Attendance of children from 6 to 15 years of age advisable?
4. How may teachers, now in the work, best gain Normal Instruction?
5. What can we do to encourage permanence, or a longer period of service, in the profession.
6. A report from each Principal, upon the points of his School Organization most satisfactory in results.
7. A report of the School Statistics kept by each Principal.
8. A paper upon any educational subject not mentioned above, but deemed important by any teacher.

MAINE.—The State Association convention at Augusta, Nov. 21. In the discussions and papers there seemed to be a strong sentiment in favor of compulsory attendance, magazine reading in school, and of graded certificates; and against the district system, and the disuse of the Bible in schools. Twelve editors were chosen to conduct the *Maine Journal of Education* for the ensuing year.

We give below the attendance for November. The list is not so large as we hoped to make it, many superintendents not reporting in time, and many others not reporting at all. We would like to publish a long list of attendance reports, for we believe that it will prove of great value to all.

LOCALITY.	No. Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Ave. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	SUPERINTENDENTS.
Chicago, Ill.,.....	30,727	18	28,581	27,654	96.7	6,572	-----	J. L. Pickard.
Cincinnati, O.,.....	24,765	25	22,389	21,422	95.7	13,951	-----	John Hancock.
Indianapolis, Ind.,.....	5,247	19	4,740	4,518	94.8	1,125	2,307	A. C. Shortridge
Dubuque, Iowa,.....	2,703	20	2,583	2,320	90.0	-----	-----	Thomas Hardie, Sec.
Peoria, Ill.,.....	2,199	20	2,084	1,987	95.2	183	999	J. E. Dow.
Bloomington, Ill.,.....	2,075	20	1,962	1,912	97.4	368	1,281	S. M. Etter.
Racine, Wis.,.....	1,673	18	1,525	1,458	95.6	242	-----	G. S. Albee.
Galesburg, Ill.,.....	1,575	20	1,424	1,319	92.5	381	417	J. B. Roberts.
Decatur, Ill.,.....	1,527	17	1,456	1,391	95.6	157	829	E. A. Gastman.
East Aurora, Ill.,.....	1,425	18	1,349	1,264	93.7	246	519	W. B. Powell.
Janesville, Wis.,.....	1,410	20	1,100	1,046	95.1	189	640	W. D. Parker.
West and South } Rockford, Ill., }	1,184	18	1,121	1,033	92.0	381	463	{ J. H. Blodgett and O. F. Barbuer.
Litchfield, Ill.,.....	913	19	695	657	94.0	47	-----	B. F. Hedges
Kankakee, Ill.,.....	771	18	659	607	92.0	297	216	A. E. Rowell.
Beloit, Wis.,.....	749	20	613	587	96.0	105	259	Alex. Kerr.
Ottumwa, Iowa,.....	684	15	590	566	96.0	245	241	L. M. Hastings.
La Salle, Ill.,.....	650	19	571	531	93.0	224	176	W. D. Hall.
Macomb, Ill.,.....	628	19	601	577	97.4	145	331	M. Andrews.
Princeton, Ill.,.....	574	18	546	525	96.0	86	205	C. P. Snow.
Cairo, Ill.,.....	540	20	510	468	91.7	49	239	H. S. English.
West Aurora, Ill.,.....	534	20	510	480	94.2	118	175	F. H. Hall.
Sterling, Ill. 2d Ward..	412	18	356	337	94.6	147	153	H. P. French.
Normal, Ill.,.....	374	18	355	342	95.1	72	193	Aaron Gove.
Mason City, Ill.,.....	361	18	334	317	95.8	3	222	F. C. Garbutt.
North Belvidere, Ill.,...	330	20	314	293	93.0	46	157	H. J. Sherrill.
North Dixon, Ill.,.....	205	18	180	169	93.5	167	53	J. V. Thomas.
Maroa, Ill.,.....	169	16	158	150	95.0	111	72	E. Philbrook.

ILLINOIS NORMAL.

The State board of Education met at Normal on the 6th and 7th of December, President Moulton in the chair. The usual semi-annual business was transacted. Prof. McCormick's salary was raised to \$1,700.

Those who remember Sam. P. Miller in 1861, can find him now just where he landed when he left Normal—Jonesboro, Ill.—in mercantile business.

Logan Holt Roots, late M. C. from Ark., failed to secure a re-election by 5,000 votes, according to newspaper report.

Geo. Colvin, who nearly killed himself by overwork in the school-room, is rapidly regaining vigor in the Real Estate and Insurance at Bloomington.

The Fall Term ended as usual; the Model closing on Wednesday, the Normal on Thursday. The Normal examinations, Wednesday and Thursday, covered as ever the entire work of the term. For the benefit of absentees we append the assembly room work for the two days. The other work was either written or in class-rooms:

WEDNESDAY.—1.	Philosophy of Education,	Pres. Edwards.
	2. Natural Philosophy,	Prof. Hewitt.
	3. Latin,	Prof. Stetson.
THURSDAY.—1.	Phonics,	Prof. Metcalf.
	2. Ancient History,	Prof. Cook.
	Physiology,	Dr. Sewell.

Many visitors were present. The two days' work was full of spirit. The old fashioned leave-taking on Thursday night need not be described. All who care to read these notes have "been there," and know it "by heart." A Prof. standing by remarked, "this is the thirty-sixth term's close I have witnessed here." This Prof. has not been *long* in the school either.

The closing week of the term witnessed the usual annual contest between the two societies. This has grown to be an affair of great interest. The following programme was adopted for the evening:

1. Union Chorus—"Victoria" ----- *Fra Diavolo.*
2. Debate—"Resolved, That the United States should at once pass a free banking law; and that the banks established under this law should be compelled to redeem their notes in specie." -----
Affirmative—Arthur C. Butler, Edmund J. James. Negative—R. Morris Waterman, Saml. W. Paisley.

RECESS.

3. Philadelphian. Instrumental Music. Solo—"Witches' Dance"
----- *Transcription by Wallace.*
Mrs. Lillie Moffatt.
4. Wrightonian. Instrumental Music. Solo—"La Chatelaine"
----- *A. Leduc.*
Josephine Mosely.
5. Philadelphian Paper—"The Ladies' Garland." -----
Edited by Misses Louise Ray and Lotta C. Blake.
6. Wrightonian Paper—"The Oleastellus." -----
Edited by Misses Onie Rawlings and Lida T. Howland.
7. Philadelphian. Vocal Music. Duet—"Barcarolle." ----- *Knecken.*
Mrs. Lillie Moffatt and Miss Mary G. Eldridge.
8. Wrightonian. Vocal Music. Duet—"The Swallows." ----- *Knecken.*
Misses Alice B. Ford and Flora D. Brown.
9. Philadelphian. Oration—"Despotism." -----
W. C. Griffith.
10. Wrightonian. Oration. "Our Nation's Sepulchre." -----
Henry F. Holcomb.
11. Announcement of Decisions. -----

Judges of Debate, Papers, and Orations—Rev. J. L. Webster, Dr. S. C. Wilson, and Rev. D. L. Leonard.

Judges of Music—Rev. D. L. Leonard. Mrs. Henry C. Fell, and Harvey Leper, Esq.

Miss Nannie Smith, from the Public High School, presided at the piano.

The Committee on the part of the Wrightonians were Alice Chase, Belle S. Houston, Mattie A. Flemming, Andrew T. Lewis, Jay Gaston;

for the Philadelphians, F. E. Richey, Frank E. Shaver, Flora Pennell, L. Johnston, W. T. Crow.

The reading of the "Ladies Garland" received much praise. Clear and distinct voices rendered each sentence audible in all parts of the hall. The matter of the Oleastellus was spicy and able. The voices of the readers was hardly powerful enough to fill the house. Although the vocal music was good, and on ordinary occasions might be pronounced excellent, as a whole it did not excel that of previous contests. Mr. Griffith, the orator for the Philadelphians possesses a good voice and has carefully cultivated it; it is at times like these that such cultivation produces fruit. The oration of Mr. Holcomb was more noticeable for a grace and ease of posture and gesture. His style is of that sort that is ever powerful with the people. These gentlemen will orate again probably on commencement day. It will pay to hear them. Mr. Butler opened the debate with *vim*; his statistics were elaborate and stubborn, like Prof. Hewitt's class book. The matter of his speech, exceeded in ability the style of delivery. The pleasant and persuasive argument of Mr. Waterman was convincing. It would have been a victory for him could the house have decided the question at his sitting, but the junior champion appeared for the Philadelphians in the person of Ed James. Mr. James soon convinced the judges that he was older than he looked. His earnestness, if well applied to general affairs when he leaves school, will place him in the front ranks of men. Mr. Paisley's language was excellent; his sentences meant ideas, and were well clothed. Below we give the ratings of the judges. It could be hardly possible that frail humanity should be completely satisfied with any decision. With this result as with results of previous contests opinions differ. All agree however if there was any fault it "was of the head not of the heart," hence to be at once forgotten.

Instrumental Music.—Phil. 9.17 Wright. 6.67. Papers.—Phil. 8.54 Wright. 8.19. Vocal Music.—Phil. 5.00 Wright. 7.50. Orations.—Phil. 8.92 Wright. 7.50. Debate.—Phil. 8.28 Wright. 7.17. General Result.—Phil. 8.00 Wright. 7.48.

No one but the parties themselves knows the real labor of preparation for these meetings. Searching the University library and those of all our friends; borrowing, buying, begging material of any sort that can be worked into use; writing, erasing, and re-writing; studying, gesticulating, preaching to one's mirror, in short using every spare minute and every spare idea for several weeks before the event in preparation. Such is the writer's recollection of these things, looking back to 1860. The use of this work, and the benefits arising are not to be measured. Major Powell and wife are at home at Normal. The Major in connection with his co-laborer and partner, Prof. H. H. Thompson, Curator of the Museum, are making careful preparations for their coming trip in the spring. The world can expect at their return to possess information of the Topography, Geology, and Geography of the Colorado country and canons not known now; always providing they do not leave their bones there. As the Major and Harry are not the "*leaving kind*" we conclude they'll "*make the trip*."

Dr. John Sweeny of Normal has been commissioned by the Government a Trustee of the Soldiers' Orphan Home. This is a merited compliment to the talent and ability of an active and energetic young man. The Dr. well understands the wants of the Home.

Chas. E. Hovey is an Attorney at Law, Washington, D. C. Letters so directed will reach him.

The correspondent of the Schoolmaster is eager to learn the whereabouts and condition of Normal students, that their friends and old acquaintances may find them. Already many letters of inquiry have been received. All information will be gladly given through the Schoolmaster. It is expected that subscribers will send to him many names. It is important that the list be increased, and quite as important to the writer that Normal students subscribing send their names to him at Normal. Having entered this work but a day before the close of the Fall Term, the notes of the term's close, contest, examination, &c., are necessarily meagre. Better things may be expected hereafter, especially with regard to society work.

BOOK TABLE.

The Atlantic (Fields, Osgood, & Co., Boston,) begins the new year with an excellent number. Among the contributions we notice W. D. Howells, Mrs. Spofford, T. W. Higginson, J. W. De Forest, Henry Wilson, O. W. Holmes, Longfellow, Whittier, and others. We welcome it with pleasure to our table. \$4 a year.

Our Young Folks (Fields, Osgood & Co.) is as good as ever, and is a delight to both old and young. It makes all feel young, and inspires a manly courage and wholesome taste in youth. It would make one of the best readers for school use, and we are glad our educational brethren are looking in this direction. \$2 a year.

Littell's Living Age (Littell & Gay, Boston,) is acknowledged to be the best weekly publication of foreign literature in this country. It deserves a wide circulation. It contains the cream of the essays, poetry, serials, and scientific and historical reviews of the English press. \$8 a year, free of postage.

REVIEWS.—*The Galaxy* (Sheldon & Co., N. Y.) justly ranks among the best literary magazines of the day. Its contributions are from the best pens, and its variety of humor and sense, essays and stories, makes it the most entertaining and enjoyable of companions. \$4 a year.

The Independent (Henry C. Bowen, N. Y.) is the best and most ably conducted religious paper in the country. It speaks definitely on all subjects; it leads and educates; it is liberal and Christian. It has more readers than any other similar journal in the English language. \$2.50 a year.

Our space forbids other notices in this issue.

PUBLISHERS' DEPARTMENT.

INDEPENDENT READERS.

The *Independent Readers* of the *National Series*, by J. Madison Watson, are now complete and offered to the public by the publishers (A. S. Barnes & Co., New York and Chicago). They have been prepared with the greatest care, after years of experience in instruction, and with the knowledge of the criticisms on the *National* and other series. It is believed that the author has enjoyed peculiar facilities, and possesses peculiar fitness for this work. The publishers have been to very great expense in issuing them, and have succeeded in making an attractive and beautiful series. Like all the publications of A. S. Barnes & Co., they are substantially bound, and printed on firm, clear paper, with new and beautiful type.

The following are some of the excellences of the *First Reader*:

1st. It is progressive; beginning with the simplest, easiest, and most common words, new and more difficult ones are added with each lesson.

2d. The lessons are arranged with reference to the vowel sounds. In the first four, the sound of short a is brought out in a variety of words. In the next two short e. Then short i, o, and u; each have two or more lessons devoted to them. Up to this point the word method should be used, with phonetic drill on the vowel sounds designated. Next the long sounds of these vowels are brought out in a number of admirable little stories. Then follow the third sounds of these vowels, and afterward the sound of the diphthong o-u.

3d. The variable consonants are so marked that a child can tell at a glance their sound. Thus: when c has the sound of k it is printed *ċ*; s like z, *ṡ*; g like j, *ġ*; ch, when having one sound, *cḣ*; the aspirate, t-h; the sub-vocal, *tḣ*; sh, *sḣ*; wh, *wḣ*; ng, n-g, etc. This representation soon fixes the form and sound so that it can soon be dispensed with.

4th. The lessons are short, and each intended to illustrate but one vowel sound. Each one is mastered before another is introduced. It is beautifully illustrated.

Second Reader. In this the first part concludes the vowel sounds. Each lesson is arranged with special reference to one sound. Then the sub-tonics are introduced one by one, so that each may be thoroughly mastered. Last the atonics; thus completing the sounds in spoken language. Part second is devoted to "Choice Readings," which will not fail to interest the little folks. This book is also finely illustrated. The variable consonants are still marked. It is progressive.

Third Reader. This book opens with a complete phonetic table, with lessons for articulation and inflection. The lessons are calculated to bring out the more prominent passions, as love, sympathy, wonder, etc., and are chaste and interesting reading. Much care is displayed in their preparation. Having been written expressly for this book, they are graded, and well arranged. Definitions of new words are arranged at the bottom of the page. This book is also illustrated.

The first three books of any series of readers are the most important, if they be what they should be. The higher ones, however poor they may be, should never be urged against them. They make or prevent good reading with the ordinary teacher. The publishers of this series are free to say that these are not equaled by any others in their arrangement to secure clear enunciation and true expression.

Fourth Reader. This book begins with a short treatise on elocution. It embraces instruction in articulation, including phonetic analysis and readings, syllabication and accent. Some lessons are devoted to expression, including emphasis, inflections, slur, pauses, and marks of punctuation. The reading lessons consist of fascinating stories, lively conversations, and vivid descriptions, and are graded in a systematic manner, the simplest placed first. They are arranged in sections, each of which is intended to make prominent some element of elocution. The variety also affords a fine opportunity for the study of expression. The foot notes give the pronunciation of words that require a different spelling for this purpose; also definitions, explanations, etc. When the pronunciation of words liable to be mispronounced can be indicated in the page, it is done by marks indicating the vowel sounds. This book also contains some illustrations.

Fifth Reader. The treatise on elocution is more extended than in the fourth book, but similar; it is simple, comprehensive, and practicable. Directions for expression are so clearly and succinctly stated that the necessity of exceptions is wholly avoided. The selections are interesting, and calculated to awaken enthusiasm in the pupil for his reading exercise. They embrace a variety of sentiment, affection, patriotism, ambition, and self-control. The poetry is all from the best authors, and worthy of the pupil's study. The same plan of indicating pronunciation, of definition, and arrangement is continued.

It will be seen from this outline of their contents that the series is admirably adapted to secure perfect enunciation, rapid and intelligent progress, and a taste for chaste and refined reading. They contain no slang nor vulgar language. They are well graded; no gaps appearing between the different books of the series. They commend themselves to teachers every where.

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PROFESSIONAL DRAWBACKS IN TEACHING.

REV. F. S. JEWELL, PH. D., ALBANY, N. Y.

No. 2.—Physical Drawbacks.

As we have shown, the prevailing notion as to what are the peculiar and pressing evils of the business of teaching, is a mistaken one. But it does not follow that there are none in other directions. There are physical evils—drawbacks with reference to health—which are of a grave character, and to which teachers give too little attention. In fact, the majority take no pains whatever to keep themselves in constant repair against their destructive influence.

It is a notorious fact that school rooms generally are too small, too low between joists, too untidily kept, too crowded, and, of course, insufficiently ventilated. In these rooms, multitudinous restless lungs are consuming, at a fearful rate, the oxygen of the little air afforded, and supplying its place with carbonic acid gas. Still more multitudinous superficial vessels are pouring forth from not overwashed skins a constant stream of unwholesome exhalations. Dirty and damp garments, evaporation from some filthy water vessel upon the stove, and, perhaps, exhalations from unscrubbed floors and dingy unswept walls—all these, to say nothing of other more positive mephitic agencies, of which every teacher's nose knows well, are busily at work perfecting the poisonous condition of the school-room atmosphere.

With this vile atmosphere constantly pouring over the lining membranes of the nasal cavities, surging about the linings of the throat and the vocal organs, diving down the bronchial tubes, and deluging the lungs, what wonder that the teacher first suffers from vitiated blood, then

from clogged membranes, and, lastly, from catarrh, bronchitis, dyspepsia, and, perhaps, pulmonary consumption. It is next to impossible, that the more nervous and susceptible constitutions should not sooner or later succumb to the baneful influence of so complete and omnipresent a cause of physical depravation.

Beyond this, the teacher, if at all of an earnest or enthusiastic nature, is working, so to speak, under high pressure. The life of the school-room exercises is to be kept up by no tame, self-saving style of effort. Contrariwise, the attention must be constantly upon the strain, and the endless train of petty school labors must be pushed forward with tireless vivacity. As a necessary consequence, nervous exhaustion ensues and ends the day. Going on from day to day, and under the aggravating influence of the foul atmosphere just considered, what wonder that, among the less robust or phlegmatic temperaments, prevailing nervous debility sets in, either producing or accelerating the progress of the diseases named as native to the calling!

Now, in how large a proportion of cases are teachers mindful of their physical liabilities or losses in these directions, and systematically at work to reduce the causes, and correct the evil already produced? Yet these things—ventilation, relaxation, nutrition, sleep—demand systematic and thorough attention. It is part of the teacher's economy of labor, part of his gospel of success, part of his fundamental law of life to attend to them.

COMPOSITIONS.

MAJ. J. W. POWELL, NORMAL, ILL.

It is a custom in our schools to have weekly rhetorical exercises, and declamations and compositions form the staple of these. I have a word to say about the compositions.

Are thoughtful teachers quite satisfied with the good accomplished by them? I think not. "Can a boy cry and not shed a tear?" was a question proposed by a wise man, and, so far as I know, it has never yet been answered. But this I do know, that a man may laugh without corrugating the angles of his eyes, or twitching the corners of his mouth. He can laugh away back there somewhere, and yet have a very solemn face. See a teacher at an "exhibition" step from behind the curtain to announce "A Composition by John Smith;" observe the dignity of

his expression, and yet away back of that somewhere he is laughing in convulsions.

Yet these compositions furnish the teacher with much unpleasant work. Who among us has not been puzzled in his attempts to comb the tangled mass of words called a composition into decent-looking locks of thought? I would rather perform any other labor falling to the lot of a teacher. I would rather face a termagant mother whose son had been whipped for lying, than to face such a paper. Nor do these exercises chafe the teacher more than the pupil. He dreads to write a composition. It is the lion in the way of most boys and many girls. As for those who write them readily, the greater number mistake tangled words for thoughts expressed in beauty, and the very writing of such confirms bad habits of thought.

What is this evil?

The pupil is required weekly or monthly to write a composition. And what is that? he asks, and the answer is so vague that he receives but this impression—that he must write something about something, so that it will read like something. Now, observation will show that almost every pupil will take one of two courses: either he will tumble words together to make them “sound like printin,” regardless of any fact to be stated or thought to be expressed, or else, after long puzzling himself for a theme, he will hit upon one that has no definite form in his own mind, and of a nature so general that years would be necessary for its elaboration. And now, having such a subject, he moralizes, and you get a dilute solution of the infusion of Sunday-school novels.

The few only attempt to think about their subjects, and their thoughts are not usually based upon facts observed, or truths learned. Such an one sits down to write what he can conjure up about an unknown subject, to say what he does not know, and what he has no logical right to believe. Surely such a habit is pernicious. Such methods have given us all these strange vagaries of metaphysics, a host of philosophies with entities and fluids that are not, only in the brains of introverted thinkers, and the lies of a thousand false religions. The libraries of the world are stuffed with such compositions, and we have enough.

I but mention that class of pupils who repair to some book, paper, or friend, for their compositions, and who are by this method educated in lying and stealing.

The essential error of the method under consideration is the attempt to teach expression of thought without regard to the thought itself, its truth, or its value. It is an attempt to finish in beauty what, in its very essence, is deformity.

And to all this bad training we add another fault, that of constantly changing the subject. The boy writes about this, that, and the other, making no investigation of any, but, at best, thinking a little about each, and acquiring habits of mental dissipation. Money thus invested is squandered; time thus invested is lost; energy thus invested is wasted; mind thus invested is worse than thrown away.

What, then, shall we do for the correction of these faults? Composition should be elevated to the dignity of a study, and should have its stages of progress adapted to the progress of the student. The first step should be the learning of facts, and this should not be at random, but should, perhaps, follow this order: first by observation, second by reading, third by experiment. Then, as the pupil presents his facts, he should be taught how to tell them—first in oral statement, then in writing. Here he would study grammar in practice, and the nature of his subject would be such that his statement would be simple, and corrections made could be understood. In the examination of such work, the teacher would ask two questions: Are these facts? Are they stated correctly?

But gradually the pupil should be taught to use his facts; how to make them tell the truth. Allow me to use the terms fact and truth, so that truth shall mean something more than fact; so that truth shall be the tissue, and facts the threads of which it is woven,—truth an orderly complexity of facts. In this stage, then, the pupil should be taught how to find the truth and how to tell it,—how to speak it and how to write it. Here he would study logic in practice, and the development of its rules would proceed with the growth of his thought.

And now the pupil should be taught to relate facts, and tell truth with power and beauty; how to group facts into pictures with his imagination; how to illustrate; how to cumulate; how to allure. Here he would be taught rhetoric in practice, and its rules would be understood to relate to the expression of his thought. As rhetoric is now taught, it is rather an instrument of criticism than a mould of thought. I would have it regulate the mental process itself.

This, then, is the summary of my plan: The pupil should be taught to collect facts skillfully, to tell facts correctly, to use facts truthfully, and to tell the truth beautifully.

And yet there is more of the plan. The pupil should not only have the subject given him, and be told that it is a subject for investigation, but he should be held to it until something has been accomplished. If in that stage when facts are required at each installment presented, send

him back for more on the same subject. "And where shall I send him?" My dear friend, to the hills and valleys; to the rocks and mountains; to the crystal spring; to the babbling brook; to the rolling river; to the raging sea. To you that sounds flippant; not so, my friend, not so. There are lessons in the field so simple that a child may read, and, tutored in these books, the youth may fill his soul with truth, and beauty, and love. You can not read these books, because you have not learned the alphabet. You hear only that which you are told to hear; see only that which you are told to see; know only that which you are told to believe. You depend on translations; and yet there is an original book.

But the facts of nature are not the only facts a child may learn to advantage. See what lessons in mechanics may be gathered from the machinery a child can see! But I must only hint at these groups of facts, and go on. Art has its facts, society its facts, history its facts.

Let a boy work an entire school term, in the manner indicated, on one subject, and something of value would be accomplished. Two or three such compositions in a school year, a dozen or a score in the school life, and a young man would be prepared to talk or write for men who observe and reason. Oh, that stretching of the mind over a growing thought! I have lately heard a charming lecture on the "Common-place Book." The speaker recommended young people to make a note of the facts and fancies met with in their observations and reading, that they might be ready for use at another time. Such a record is the common-place book—a foolscap memory, you see. What a magnificent common-place book a growing thought would make—a growing thought, lusty and hungry, to which you could feed every fact; that would eat your very fancies, and grow beauty! Nothing comes amiss to a thought hungry by reason of rapid growth. Even the very garbage of observation and imagination is digested into tissues strong and beautiful. The man with the memory-book would pickle words, and facts, and fancies, as though you would gather the blades of grass and ears of corn, and throw them into a brine. The man with the memory thought would assimilate those elements into a living form; he would send the hearty bullock to the field for the blades of grass and ears of corn, and a product of steaks would be his reward. Eat your pickled fodder, if you like; give me roast beef.

Did you ever observe how words grow in meaning, as thoughts grow in size? The word elasticity once meant to me the flipping back of a piece of an old india-rubber shoe into a boy's face, and a very funny thing was elasticity. Afterwards, I learned that, by reason of their

elasticity, the waters of the sea are rolled into waves by mid-ocean winds, and the word had a large meaning. Then I learned that the elasticity of the air makes it a medium of sound, and the word grew another node in meaning. Then I learned that the elasticity of the ether makes it the medium for light. And when the word was associated with sunshine, and music, and the dancing waves of the sea, I forgot that once it was that funny chap, tied up in a flipping-string.

Mr. Schoolmaster, thus I wrote in December of '66, and the above was an introduction to a detailed statement of the method by which I had led a class through a field of facts, until each one had written what I considered to be a good composition.

PRIMARY INSTRUCTION.—No. 3.

ALFRED KIRK.

Knowledge must not be to a pupil merely an external thing, or mere facts having a sort of independent existence, or simply related to other facts; but it should be to him an intelligence of his own deduced from facts; a something which he shall recognize as a part of his intellectual organism; a power that proceeds from himself, springing into activity as a fountain gushes forth water. This every true teacher will recognize as an end and aim to be secured; that is, the teacher must conduct the pupil's faculties to an intelligent and vigorous exercise; for the mind grows by its own action. The pupil must constantly be required to do, to investigate and decide for himself, to re-produce, re-shape, create, and to direct his own thoughts. That only is worthy of the name of education that will awaken, animate, and guide the unused powers or mental forces of the individual. The mind is not a storehouse or granary of isolated facts, but an acquiring and producing activity, a workshop in which knowledge is wrought into intelligence, an instrumentality by which the facts of knowledge are gathered, analyzed, compared, and classified, thereby securing its own culture; that is, converting things known into capacity and power to do. The development of mental power through the growth of intelligence is the test of the teacher's work, and is really the aim of the teacher's labor.

It should ever be borne in mind that there is in the pupil a constantly enlarging capacity, not only to know and feel, but to do; and to provide for this increasing demand for wider and better opportunities through means and processes that are suggested by the laws of mental evolution,

will demand unremitting effort and cultivated brain. All artificial methods must give place to those agencies that work in natural channels; for the constitution of the human mind is a natural creation, and should be wrought upon by natural forces, and in accordance with natural laws. Hence, it will be readily admitted that all instruction, at whatever period of life, must come within the mental grasp of the child before it can sustain or promote the growth of the intellect; therefore the teacher must come before the school prepared to adopt this truth, important and fundamental as it certainly is; prepared to adapt the instruction to the capacity of the minds for whose proper development there lies just here a fearful responsibility which all teachers would do well to heed; prepared to furnish just that measure of incentive that will induce a vigorous and healthful intellectual effort, that will kindle into a flame some dormant or unused activity; prepared to ply question upon question, to drop here and there thoughts that suggest and that will lead the pupil to seize the conditions and extort the solution of the given problem. He must demonstrate and prove for himself and be assured of his own results. He must know his own power to understand hypotheses and trace conclusions. Having learned to analyze and compare external objects as facts of knowledge, and to reduce this knowledge to his own intelligence, it must not be overlooked that reason, and judgment, and the finer phases of thought must of necessity have received a goodly share of attention and cultivation, for there is a primary phase in the development of every faculty of the human mind. It must not be supposed that there are clear and distinct lines of demarkation between them, but on the contrary they are most intimately associated, though in the order of development the growth of one faculty involves at the same time, as a sort of sequence, the growth of some other.

The pupil has, through the culture of his perceptions and a gradually increasing introspection which it involves, been naturally led to analyze more or less perfectly his own processes of thought, and to discover new sources of acquisition in his own enlarged and deepened nature. He begins to lay hold of abstractions and rise into more complex mental evolutions. He begins to be a fountain unto himself, sending forth sweet and pure water. His own character becomes to him a thing of beauty. Never tell a pupil what he can by a reasonable effort find out for himself, or what you can lead him to discover for himself, should be to the teacher a law as unalterable as that of the Medes. Every effort is something achieved, and the benefits lie not so much in results wrought out as in intelligent activity. To know that education is the promotion of the mind's activities by the constant confronting of it with objects and images, whether material or

immaterial, that are fitted to stimulate it, is to have, at least, an intellectual perception of school instruction, and the teacher who recognizes a personal responsibility for the right intelligence of pupils will proceed to study carefully, and if possible to understand fully, the nature and needs of the human mind, to discover its laws of action, and to provide for its culture. The time is not far distant, if we can not already see its dawning, when teachers will be estimated from this standpoint. Their abilities to understand and promote a generous culture will be weighed. They will be tested upon their modes of dealing with pupils, with human souls, rather than upon the methods of presenting subjects. There is, it is true, a rational method of teaching any branch of knowledge, but, after all, success lies in the hold the teacher may gain upon the pupil's whole character—mind and heart; a sort of moral influence, rather, that springs from an intimate knowledge of the agencies that operate most efficiently to awaken the human powers, and to secure an active co-operation of pupils. Let us then study this element of success.

COURSE OF READING FOR PRIMARY SCHOOLS.

MISS FANNIE E. LINDSLEY, AURORA, ILL.

Children should be grouped into grades or departments according to the degree of their mental development. Those whose perceptions only are most active should form the lower primary. Those in whom the perceptive faculties are more fully developed, and whose memories and imaginations have been somewhat exercised, should constitute the higher primary. Such a classification would form a primary school of two departments. Circumstances incident to locality may demand several gradations in a primary school. To accomplish such a result we may make a sub-division of our first classification.

A carefully arranged programme of daily exercises will indicate due prominence to the reading classes. Common sense will suggest the correct time—a convenient time for the teacher very often being the least adapted to the physical condition of the children. Do not be afraid to give the class of beginners the best or first minutes of the morning and afternoon sessions for reading exercises. Take them to mould when they are most capable of receiving impressions.

OUTLINE OF THE COURSE.

First year,.....Charts. First Reader completed.

Second year,.....Second Reader completed.

Third year,-----First half of Third Reader.

Fourth year,-----Third Reader completed.

(This division is based on Edwards and Webb's Series.)

FIRST YEAR.

The children are not able to recognize words. How shall they be taught to do so?

Since words are signs of ideas, and ideas are mind pictures of the real, throwing aside the old method of first teaching the alphabet, we proceed to the development of the idea, then give the term; thus introducing the children immediately to words; going from the concrete to the abstract, from the known to the unknown; first synthesis, then analysis.

The following plan may be found suggestive: Let the teacher select some familiar object, as a cat. If possible, bring the object before the class. Present a picture of the same. Have familiar conversation with the children about the cat. Children tell the name, color, habits, and size of their own cats. Let them give the terms *real* and *picture*, then tell the difference between the real and picture cats. After thus arousing interest, the teacher proceeds to print the word—*cat*—the children stating that it is called the word cat. They then recognize that we may have the real cat, the picture cat, and the word cat. The teacher has the children find the word on the blackboard or chart many times. The names of the letters are taught incidentally, the teacher directing attention to each in an interesting manner.

The teacher pronounces each word slowly, and then articulates its elements, having the children repeat the sounds. The eye and ear both have parts to perform in photographing the word on the mind of the child. Aim to make the children recognize the word when heard, as well as when seen. The work has been but partly done, if they fail to pronounce the word correctly. The recognition of the word has been made the special object of the teacher's work, while the oral spelling by letter and sound have been the incidental points noticed. The plan suggested has been for the development of a word, the name of an object. In lessons following, teach an attribute of the object, as *good*. Then combine—good cat. After which, teach a word expressing action, as runs. Combine—good cat runs. Teach incidentally *the*, before the word good. Combine—the good cat runs. It may be found expedient to spend a few weeks on similar work. A class of ordinary intelligence that has been under the training of a skillful teacher should be able to spell orally, and pronounce correctly, nearly a hundred words.

It is well known that our most successful primary teachers confine

themselves chiefly to chalk and blackboard, when calling attention to the word for the first time; but as it is really necessary for the child to observe the word many times, in different places, before he can remember its form, a teacher may be more certain of success by presenting the word in connection with other words on different charts, printed more perfectly, more the fac-simile of the word yet to be read in the book. So long as we are limited to small blackboards in front of our classes, are obliged to have printed work before the children to keep them occupied while in their seats, and are not artistic printers, charts will be valuable to us.

The words given in this elementary work should be adapted to the vocabulary found in the first lessons of the book intended to be placed in the hands of the child. The introduction to the text book will thus be a review of the words already mastered. It is a great mistake to have charts by one author precede a reader by another. The novel idea of holding and reading out of a book, finding and keeping the place, studying the pictures illustrating the lesson, all have tendencies to distract the attention of the children. By reviewing those familiar words they are better prepared to advance.

After the class has taken the book, allow but a short time for this review work, after which take them over a number of pages in advance, pursuing a similar method of teaching with the book, that was used with the charts. Have less conversation with the children and more practice in speaking words at sight. Drill them on reading words of a paragraph backwards. Sometimes pupils memorize a lesson, and utterly fail to recognize words at sight. Insist on reading in a natural tone of voice. Expect the scholars to look at you and answer promptly when questioned. We can not begin too early to make a child confident, prompt, and respectful. Have children name and give use of some of the punctuation marks used in the book. Call attention to all capital letters. Have children name the capital letters with the spelling of proper nouns, and the period after abbreviations. Children should be able to spell orally, by letter and sound, all words occurring in the book. Expect them to give intelligent definitions to important words.

In addition to work suggested they should give the number of each page and lesson expressed in ordinals. By the close of the school year the children will have learned the words of the First Reader, then be ready for the

SECOND YEAR.

The first lessons in the Second Reader should be similar in style to

those recently studied in the First. I would omit all poetry in the book. Many of the selections are interesting stories for the little folks.

They are able to read most of the words in those lessons without the aid of the teacher, and are capable of preparing them before they come to recitation. Some selections may be of such a character as to require explanations from the teacher, before they can be studied intelligently by the children. Expect them to state the substance of the lesson in their own words. Teach them to criticise in a proper manner. Lead them to observe capital letters, and give simple rules for use of the same. Punctuation marks should be named, all words spelled, and important ones defined. Give further drill in phonic spelling without representing sounds. In this way complete the Second Reader.

THIRD YEAR.

They are now prepared for the Third Reader, which should be carefully selected. Observation and experience prove that much time must be spent on this book. The subject matter of most of the Third Readers of the day can not be taught as it should be in one year. Two years will enable us to do such work as is found in the one under consideration.

Continue its use through the

FOURTH YEAR.

In this allotment time has been allowed for frequent reviews. Exercise the representative faculties chiefly in these lessons.

A recitation of the leading points in the lesson, by the children, should precede the reading of a selection. Teach the pupils that good reading consists in pronouncing the words correctly, knowing the meaning of the piece, and speaking the words so as to bring out that meaning. Let children notice that we may speak loud or soft, high or low, fast or slow. Direct special attention to accent, emphasis, and inflections, in order to secure correct expression. Before this, we have been developing incidentally ideas of each, but now give the terms. Clear articulation and pronunciation will be effected by use of phonics. All of the sounds should be mastered by the children. Teach them the name and marking of each. A daily drill in phonics is desirable as a help to vocal culture, since correct pronunciation is deemed more or less arbitrary.

The following may be suggestive, as other aids in vocal culture at this step:

Counting, or repeating a sentence as many times as possible in one breath. Exercise the children in sustaining low and medium tones, then, in smooth and tremulous swells of the voice, using the syllable, ah. Give them practice on inhaling and exhaling slowly; transition of qual-

ity—reading one line in a round tone, then the next in a whisper; transition in time—first rapidly, then slowly; transition in force—first soft, then loud; transition in pitch—first high, then low. Drill them on running up and down the scale. If these exercises, or similar ones, were faithfully carried out by the teacher, there would be no such deficiency of voice-power among so many of our pupils.

Teachers may do much to make any selection interesting by introducing a suitable variety of exercises in connection with the lesson. You may find some children in your classes, who do not read as readily as others. Let such read a word, then you alternate, after which the boys and girls take their turns in alternating. Drill frequently in reading backwards. Have concert or individual reading, one naming pauses.

Let boys and girls alternate; let some child read until he makes a mistake, or to a punctuation mark, then another follow him. Medley reading often wakes up a dull class. If the selection is a conversational piece, let the children read it as a dialogue, leaving out the parenthetical parts. Paraphrasing is a useful exercise. Substituting synonyms is often profitable work.

This variation work is useful in its place, but do not forget that a child who has been in school three or four years is expected to work. Teachers fail who only *entertain* their pupils. Avoid too much concert work. Faithful teachers aim to teach *individuals*.

AN ALPHABET OF TEACHERS.

J. MAHONEY.

The old style teachers are dead. Fielding's, Goldsmith's, Coleridge's, Dickens's, Irving's schoolmasters, whether the mentors of their youth or the creations of their fancy, are gone, and the school-room's restless precincts shall know them no more. "Peace to their ashes" is a good prayer, but the pedagogical spirit needs not expect peace here or hereafter. What have we in the shape of living teachers to take their vacant places? Behold our directory:

Mr. A was "born to rule." He wants his own way, and will have it; will have it though the braces of the sky should "buckle," and the mighty dome come crackling down. Like a horse-car he goes straight ahead, and will not turn to the right to avoid an obstruction, or to the left to grant an accommodation. His headstrong spirit keeps everything in good working order, and does much good, and not a little mischief.

Miss B ought to be his wife, so meek and timid is she. Her youngest pupil has more confidence and self-possession. She would not dare to put her foot down to kill a noxious spider. Her diffidence, like a voluminous train, is constantly entangling her and preventing all genuine progress.

Mr. C is as full of quaint and curious information as the Pyramids, but is as chary of imparting it as the Sphinx. The true theory of education has so crystallized his intellect that, if a pupil should ask him the time of day, he would try to draw out the pupil instead of drawing out his watch.

Mr. D is more judicious. He stimulates inquiry by exciting curiosity without gratifying or tiring it. He gives an inkling of some historical tale or scientific principle, and directs the student to prosecute farther investigation on his own account. He does not cram, but spurs and guides.

Mr. E is goodish. He flows over with sweetness. He is all for good-feeling. In spite of the proverb, he believes that "sweet words *will* butter parsnips." His heart and head are soft, but a little bird was heard to say that his ways are "slantindicular."

Mr. F reasons thus: "If a child can express in figures 10, he can express 100, and 1,000, and 1,000,000, and so on *ad infinitum*." He puts this into practice, and, in trying to raise the grade of his classes, works contrary to the first principle of grading. If left alone, he would have cube root in the ninth grade and algebra in the eighth. The grades are mile-stones; to be of use they must be allowed to remain in their proper places. Education and growth are closely allied, and time is an element of both.

Mr. G is, in policy, Mr. F's second cousin; but he jumps only one grade at a time; that is, his pupils are really in the 6th grade when he marks them 7th, and in the 5th when he calls them 6th. His are "ways that are dark and tricks that are vain."

Miss H is an ice-berg. She looms above her pupils like an overhanging cliff. She freezes them with her presence; her tones are those of the ghost in Hamlet; her movements are as mechanical as an orderly sergeant's, but they lack the soldier's celerity. She keeps good order in her room; her pupils sit as motionless as statues, and her influence tends to make them as sprightly and intelligent.

Mr. I is timid; he dreads public opinion, and never gives the casting vote. In fear of the Democrats, he will not say that Grant is President; and in fear of the Republicans, he dares not say that Grant is not President. He says: "It is alleged that Columbus discovered America; but whether

or not he explored the Everglades, and traveled over mountains and prairies to Chicago, and settled Illinois, is still a mooted question." Behold this teacher, with the intellect of a man, the acquirements of a scholar, and the courage of a mouse.

Miss J thinks of nothing but appearances. "What," she says, "if a member of the Board should come in and find the children's visual rays not properly directed towards the point of sight?"

Miss K has graduated at some school of civil arts in the West. This institution's course of study does not cover the whole domain of science; but Miss K. thinks that if she ever, after graduating, should read anything but a love story, or study anything but the looking-glass, it would be casting a reflection upon her *alma mater*. She is a first-class *grade teacher*, and yet she is as ignorant as a box of brogans. We dare not say what is the color of her stockings; but certain it is, they are not blue. This young lady is very numerous in our schools.

Miss L is a very different person. She is not satisfied till every branch in her line of teaching is clearly mapped out in her mind; and as a consequence, it is soon quite clear to the minds of her pupils. She is efficient in the first grade, and a jewel in the tenth.

Miss M is by nature what Miss L becomes by study. She is a well of fresh ideas and new appliances, and not a cistern of old methods. Like the poet, she is born, not made.

Mr. N likes to talk. He is a tip-top reciter. "John," he says, "give the familiar theorem." John begins: "The square of the base—" "Yes," breaks in Mr. N, "plus the square of the perpendicular, equals the square of the hypotenuse; very good, very good, indeed."

Miss O's forte is oral. She delights to discourse upon animals not found even in Van Amburgh's menagerie, and is particularly interested in musquito's eggs; but she scorns such vulgar subjects as tails, hoofs, horns, and tallow. She is fond of all the long-pole words in (or out of) the English language; and often screws additional lengths on her fish-pole phraseology. Vertebramammal pachydermata is one of her favorites. When the principal examines her classes he finds that they know as much oral as might have been expected.

Mr. P is forever engaged in devising new methods, but never dreams of carrying any of them out. He bores for oil, and when it begins to come he fills up the hole and bores again. His school is a tomb of dead purposes; over its doors should be inscribed: "Success died here.—Theory killed her." *Moral*.—One indifferent plan, well followed, is better than a thousand good ones badly applied.

Mr. Q has no plan of his own peculiar invention; but, taking a rag from every bush, succeeds in patching together a garment good enough for every-day wear. He has no tricks of trade, no exhibition dodges, but makes each particular branch his particular hobby, keeps everything going, watches the progress of everything, follows it up, works away with good results, and gets less applause than a spouter at the institute, or a sharp, high fellow at the annual examinations.

Miss R is industrious. She works harder trying to do nothing than any servant. She tires herself out to ward off a surprise by the principal. She fatigues herself more trying to avoid labor than if she worked like a beaver; and sick, and cross, with her protracted efforts, she communes with her conscience, and is charmed to think how well she has done.

Miss S's mother didn't sell apples for a living, I'd have you know. She's of good family, proud, noble, but lowered in her own estimation by the necessity of teaching. She condescends to give the public schools the favor of her presence in their halls and corridors; she gives them that—and nothing more.

Miss T tells truth in parenthesis. She says before her pupils: "Mr. Principal, my scholars behave admirably (I'd break their necks if they didn't); our attendance is perfect to-day (I did it all by scolding); they are very good children indeed (the naughty little rascals)."

Mr. M is politic; he tells his teachers they may turn to the right if they will take all responsibility off his shoulders; and they may go to the left if they will take the responsibility upon themselves.

Miss V *dears* and *darlings* her pupils; she melts over them like pitch from the caps with which English officials crowned Irish croppies in the year '98; and, like the self same pitch, she is apt to be rather blistering to those whom she fails to relish.

Miss W is a queen of tragedy. Her commands are the orders of a Fenian drill-master. With her attention is at-*ten*-TION! She leaves herself at the school-room door, and struts an actress on the platform stage. Well may she sing in her melo-dramatic way:

"I'm not myself at all," says
"The bould sojer boy."

Messrs. X, Y, and Z, are unknown quantities; for they are not teachers, but a mixture of educator and educationist.

&c. will be treated of in our next.

LIFE is hardly respectable, if it has no generous, guaranteeing task, no duties or affections, that constitute a necessity of existing. Every man's task is his life-preserver.—*Emerson*.

EDITOR'S DEPARTMENT.

Our readers will be gratified with the contents of this number. Those who have contributed to its pages have long experienced the trials and difficulties of teaching and managing schools, and are, therefore, competent to speak to others. What teacher has not suffered from unventilated rooms? The importance of pure air is set forth in the first article. In the next number the same author will continue the subject. The writer on Composition, so well known to all, gives a method of instruction in this necessary art, which will receive careful notice. The paper on Primary Reading will be suggestive to all who teach in primary departments, and grammar teachers will find in it food for experiment and thought. Who does not recognize the portraits in the Alphabet of Teachers? The article on Primary Instruction is the third by the same writer, and has been looked for with some anxiety.

We were obliged to postpone some excellent articles, for want of room. Among others, one by our Boston correspondent, Mr. G. B. Putnam, Principal of the Franklin School and formerly one of the editors of the *Massachusetts Teacher*; one by our friend from Iowa, J. Piper; one by Dr. Jewell, of Albany, N. Y., who has already comforted and instructed us; one by our friend, H. C. Cox, of Iowa. Arrangements have also been made for others which will be acceptable and profitable to our readers. We mean that no teacher or superintendent shall lay down our journal without feeling that it has suggested some thought, or provoked to research, that will improve and correct existing plans and methods. To this end we invite teachers everywhere to send us questions concerning school work, and to correspond with us upon educational topics.

Superintendent Bateman promises us his decisions regularly hereafter, and our Illinois readers will thus be able to hear directly from him.

We hear a good deal about "practical education." The press declares it to be the great *desideratum*, and parents demand it for their sons and daughters. It is not quite clear what they mean by "practical education," but we suppose such an acquisition of facts or knowledge as will enable the children to leave school one day, and take charge of a large business, or keep a set of double-entry books, the next; such an education as every business man has acquired by years of labor and experience, and as fits him for his special department. We believe that this idea of education is wrong. There is no such thing as "practical education," except that which develops judgment, self-government, ability to weigh and decide, and gives freedom of action. Whatever will do this will bring about the desired result. There are but few facts learned at school that are available in life, but the mental discipline, and the ability to use one's powers that are acquired during a course of study, are more valuable and practical than the facts committed. If school does not do this, there is something wrong with the system or management. After the mind is thus practically educated, special branches of activity, such as business,

law, medicine, theology, or science, are in order, thus making available the power developed. If preliminary study be pursued with this end in view it is all the better for the pupil, as he will acquire more skill in the direction of his labor. What is meant by the term is probably the application of knowledge to the business of life. The order, then, would naturally be, first the acquisition of knowledge and ability, and secondly their application. And this is the object of our schools. If they are not managed to accomplish this, the management is at fault. If with the best of control they do not, then the system is at fault. Let all, therefore, who demand "practical education," know what they mean by that term, and then examine our system and the work of the managers, and see if there is anything to be corrected.

THE TRUE TEST OF THE TEACHER'S WORK.

It is almost universally believed that an examination on the subjects taught by a teacher is the best and true test of his ability to teach. At least this is the general practice. The condition of promotion in our graded schools, and the condition of admission to our high schools is ability to recite what has been learned. Nothing else is required. It becomes all teachers therefore to cultivate the memory of their pupils, if they would have their work stand the test, and they have quite generally adopted this method of teaching in order that they may not suffer in comparison with others; for, in a test of the memory, cramming is the most suitable expedient, and brings even better temporary results than any other method; therefore, all cram.

Now, as it is not merely a quantity of facts committed that constitutes education, but a condition of mind consequent upon discipline and investigation, it hardly seems that an examination which appeals chiefly to memory tests the actual mental discipline of the pupil, or the value of the work done by the teacher, unless indeed his work has been simply cramming. But it is now generally conceded that we do not desire merely the cultivation of the memory, but the development of reason and judgment also. And since it is possible for pupils to commit all they go over, even forms of reasoning, should not a true test of their ability contain something which they have not already committed? some new application of a principle, or some results to trace to their causes? Should not a true test appeal to memory *and* reason? We of course speak of the examination of higher classes. Instead of showing what a class has been over, would it not be a better test of their ability to try the difficulties of higher studies, and of the teacher's fitness to prepare them for a higher grade, to give some new and untried work, and mark their skill in treating it? Would not this be the best of evidence for or against the teacher? We know it will be said that if memory serves us as well as reason, it answers the same purpose to cultivate it; but it will not; it requires precedents, while the latter makes them and is independent. Exigencies will continually arise which have no precedent, and then memory will not

sustain us; reason only will avail us. We say, therefore, that both faculties, memory and reason, should be developed by school training. And as the character of teaching in any place depends upon the tests applied, we think that every test should as far as possible appeal to both these faculties.

OUR QUERY BOX.

What degree of stillness best promotes the welfare of a school?

That which allows natural position of body, and the unrestricted action of the mind. The teacher should be quiet, noiseless, easy, and natural, never speaking above his usual tone, and sometimes even softer. Children should not be allowed to become restless and motionful; should be required to study without the use of any of the organs of speech; should never whisper, nor converse during the school hour. Absolute stillness, requiring one fixed position on the part of the pupil, necessarily involves a great loss of power. In such a room, severe mental labor is impossible.

How can the requisite stillness best be secured?

By the teacher. He should set the example; furnish sufficient work, so that all may be occupied, and feel an inspiration for his work. He should treat his pupils as having rights, secure their confidence by showing himself worthy of it, and manifest and feel an interest in them. No definite rules can be laid down for the management of a school; the principle of government must be born in a teacher, to a less or greater degree, or there will be no success.

How long should a pupil's fixed and unbroken attention be confined to one subject?

Age and physical condition make great difference. It is said by some of our best physiologists, that no one, even a strong adult, should spend more than twenty to thirty minutes intense concentration at a time. If this be true, children should have frequent relaxation; their minds should be frequently diverted for a moment, to take full breath, or sing a note or two, or something else. It is possible that frequent diversion might free school rooms of much restlessness, and prevent some irritability and willfulness.

Are the recesses for teachers' recreation?

They are primarily for the pupils, but the absence of the children is a respite to the teacher, and if there be no responsibility of the pupils while at play, they are a source of recreation. If only a part of the pupils go out at a time, of course the attention of the teacher is as necessary as though all remained. We believe that they should not be made a time for the discussion of some neighbor's short-comings, or gossip so palatable to most people—if employed in this way by teachers, they are evils rather than benefits.

Should exercises be varied when visitors are present?

No; follow the programme whoever calls. School being a public institution, no teacher has the right to get up private shows for personal

ends. Every person has the right to call and see the regular daily and hourly work of the teacher, and it is deception to do anything else when visitors are present. We have known principals of schools to take the greatest pains to announce to teachers the presence of visitors, that every room might be in perfect order when they were taken through them. We have known visitors to be hurried through rooms and their attention kept on certain favorable things that were ordered for the occasion, that their glaring defects might not be noticed. We have known teachers to call for their best classes only during the presence of visitors, and then call on the most brilliant pupils, at the same time directing the attention of the stranger to the excellence of the recitation. Now, all these things are simply dishonest, and should never be indulged in. Children understand these "tricks of the trade," and are trained into honesty or dishonesty by the hourly work of their teachers. Example is most powerful, and such an act will become the standard by which they measure their conduct. Honesty is taught by the hourly work of the teacher, it is drilled in; and so is dishonesty. It is not difficult, therefore, to estimate the esteem in which teachers who have been thus dishonest will be held in after years by their pupils, but no one can calculate the evils that such things generate. Every teacher would hesitate to tell a downright falsehood to his pupils, they knowing it to be such, and yet the effect would probably be less damaging than the dishonest action. Unless a visitor requests some other exercise, never vary the programme because of his presence.

The following are sufficiently answered in their presentation:

Is it well to encourage visits from the baby brothers and sisters of the pupils?

Should teachers or children sit on the desks or window-sills?

Why should pupils be sent on errands concerning teachers' personal affairs?

Do pupils, in conversation with you, preface their remarks with "Say?"

CHICAGO PRINCIPALS' ASSOCIATION.

The Superintendent remarked that the comfort of the children should be considered at all times of the day and year. In inclement weather care should be exercised that they be not exposed to cold and storm; that the larger girls especially, be allowed to remain in the buildings at recess if they desired. The uniformity in the schools is commendable. The last examination of the fifth, the highest primary grade, showed more unity among the schools than was anticipated. He believed there was more complaint that pupils were kept back when questions for promotion were sent out by the superintendent, and therefore thought principals had better do that work. He remarked that the superintendents of Cincinnati, Cleveland, St. Louis, and Jacksonville had spent a few days examining our schools and discussing the merits of the different plans as seen in the systems at these different places. The topics under discussion were as follows:

1st. The work of the superintendent in his office, in the schools, and at teachers' meetings.

2d. Examination of teachers.

3d. Special instruction in Music, Drawing, Penmanship, Reading, Phonics, and German.

4th. Objections to the graded system of schools, and how they may most easily be overcome.

5th. Number of classes in a room.

6th. Promotion of pupils from grade to grade.

7th. What arrangement shall be made for pupils who can not progress as rapidly as the average of the class?

8th. Establishment of a school a little outside of the regular course, embracing the same topics of study, but requiring less rapid progress.

9th. Truancy and truants.

10th. Disorderly and refractory pupils.

The greater part of the time was spent on the first six topics. The others were noticed incidentally, but not thoroughly.

At Cincinnati and Cleveland, classes are promoted but once a year, upon examination by the superintendents. Each room contains but one class. They claim that this plan gives greater uniformity, and affords more complete supervision of the work done by the teachers. In St. Louis and Chicago, pupils are promoted upon examination by the principals, whenever classes are ready. It was found that pupils entered the High school at about the same age, and advanced from the lowest primary grades about as rapidly under both plans. In the former system there are as many grades as it takes years to graduate from the Grammar school. Classes are therefore one year apart and can not go faster than the course prescribes. Individual pupils may sometimes be able to gain a year. In St. Louis there are seven grades, and in Chicago ten; but the classes are smaller, each room containing two or three, only a few months apart. This gives the ambitious pupil an opportunity to advance more rapidly than his class without undue effort, and also affords the feeble and slow a chance to go slower than their classes without great loss of time. It is proposed to watch the workings of these different plans and to see which will produce the better results.

St. Louis has adopted Leigh's method of teaching reading to beginners with great advantage, the superintendent claiming a saving of several months in the time heretofore spent in teaching to read. Cincinnati excels in penmanship and drawing, and devotes much time to language-lessons in the lower grades. Cleveland has put all instruction into the hands of female teachers, except in the High school, the superintendent having three male assistants, to each of whom is assigned the supervision of several schools.

The principals had given special attention to the primary departments of their schools for a month, and reported thereon. The difficulties met with were such as are incident to graded schools, though they seemed to take a wide range. One great need of our schools is the training of pupils to express themselves from their earliest admittance; they do not acquire the ability to tell what they know and think and feel, so early as

they should. There seemed to be some difficulty in keeping the attention of pupils, and directing their work so that their time would be of most avail to them; teachers often became so familiar with their grades that some parts were neglected; they sometimes neglected to keep up pupils' knowledge of previous grades; some did not seem to have much knowledge of their grades nor of the rules of the Board; there was a lack of individual work, each pupil being lost in the class; some teachers did not seem to have a comprehensive idea of education; there seemed to be a lack of freedom or absence of definite plans of teaching on the part of many teachers; whether the cause was in the system or the teacher, was not decided.

At the last meeting the superintendent said it was necessary for pupils in the seventh, eighth, and ninth grades, to purchase drawing cards; that they should be examined on drawing for promotion by the drawing teacher. He thought that daily attention should be given to drawing in these grades if possible. He said that teachers should never depend on pupils for text-books, but should furnish themselves, or obtain them from the book fund. He instructed the principals that all pupils, losing membership for any other reason than their own sickness, or that of the parent which forbade the preparation of the child for school, should be restored by the superintendent. A resolution passed the association to request the Board to furnish a dictionary for each grammar room. The subject of "Compositions" was discussed at some length, which resulted in the appointment of a committee to prepare a syllabus in language for both grammar and primary departments.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—There were many pupils who felt extremely annoyed at the rule forbidding presents to their teachers; they felt that their rights had been invaded, and asked whether they could, as friends, make presents to their teachers at home, without subjecting them to dismissal. It seemed strange to them that teachers should not be allowed the privileges of every other class of society, from the house-servant to the President of the United States. They did not know that two or three teachers had, at some time, abused the privilege, and that a rule inhibiting all presents was therefore necessary. They could not see the great danger that threatened the community from this quarter, nor did they understand this one great principle of government, that if one person does a thing that is wrong all belonging to the same class should suffer for it, never having been called upon by their teachers to expiate the school sins of their mates. But their eyes will open some day, and they will see teachers from a different stand-point. Schools opened pleasantly on the 3d of January, with increased members. Nearly six hundred teachers are now employed, and the number is constantly increasing. The edge of their interest seems to have been sharpened by the respite during the holidays, and renewed efforts are made for self-

culture. Their determination to live up to the rule requiring attendance at the monthly institute was sorely tested on the 14th. The storm had made the streets well nigh impassable, and was raging furiously at the time of the institute, but notwithstanding all this, there was a large number of ladies present. If attendance had been voluntary, or if they could be absent when sick, or when they would expose themselves unwarrantably, no one would have been so rash as to venture out. They will probably have no scruples hereafter in requiring their pupils to attend school whatever the state of the weather, arguing that teachers are quite as likely to risk their health as the children, and that the girls should have no more option than they. The Superintendent told those present, that they might be absent from any one of the succeeding institutes of this year without loss, because of their want of good sense in exposing themselves on such a day, and that those who were absent should not forfeit anything (because of the exercise of good sense). It would be interesting to know how many of those present have been made sick in consequence of their attendance, and whether they forfeit a part of their wages for being sick.

CINCINNATI.—“The increase in the German department is remarkable. In fact the entire growth of the schools is due to the increase of numbers in this department. We look with some fear upon this fact. Is it right that Americans should pay for this Germanizing operation? Out of 24,951 pupils registered, 10,440 (nearly half) are studying German. In 1860 there were 4,788 studying German. Is not the generous American’s liberality suicidal? Will we not, at this rate, soon hand ourselves over to foreigners? If Germans can claim public money to perpetuate their language, ought not the Catholics to have it to teach their religion? Cincinnati is not a German city; it is an American city; but she is giving her schools as an agent to effect her de-Americanization, and has the satisfaction of seeing the operation going on with amazing rapidity. Now the Board *urge* upon their successors the propriety of establishing a German department in the Normal School for the benefit of those persons who desire to teach German in the public schools, and the appointment of an assistant superintendent for the German department, and boast this day of having the largest and best organized German department in the United States. We present it as a question for consideration by our readers, whether this is a good or bad condition of things.”—*National Normal*.

ILLINOIS.—The State Teachers’ Association held its annual meeting at Decatur during the week of the holidays. The entire session was one of good feeling, and there was a general interchange of thought and opinion. About three hundred teachers were present. The address of the President, Mr. T. H. Clark, of Ottawa, was full of sense and humor and well received. Pres. Edwards’ address on Educational Fallacies, seemed to meet the views of all. The paper, “Museums as an Educational Force,” was strongly written, and presented the subject in its most favorable light. Quite a spirited discussion followed. The evening lecture upon “Education in China,” by Rev. W. P. Jones, of Evanston, late Consul to China, was full of instruction and well rendered; it would be better for this country if some of the notions of the “heathen Chinese” could be put and kept in operation. The section work of the second day was one of the most profitable parts of the association. Courses of study in reading and arithmetic were presented in each of the

sections; primary, intermediate, and high school. "The Relation of the New Constitution to the School System" was a very explicit paper from Hon. N. Bateman, Superintendent of Public Instruction, and delivered to a full house. Hon. M. Edwards, the first Superintendent of the State, then gave a brief history of the "Free School System." The evening was pleasantly and profitably spent in listening to the charming essay of Miss Ashmun, of Rockford, on "Character," and the thoughtful, philosophic, and studied lecture of Rev. H. M. Goodwin of the same place, on "The Suggestive Method." The exercises of the third day maintained their interest. The discussion on "Truants and Truant Laws" was quite animated. The paper by Miss Bibb, of Springfield, merits much praise, both for its treatment and delivery. Mr. J. B. Roberts, of Galesburg, contrasted the school system of Canada with our own, and Pres. Edwards, in his usual happy manner, related his observations of schools and educational men in England. Mr. J. H. Blodgett, of Rockford, was chosen President for the ensuing year.

REPORT OF STATE SUPERINTENDENT.—We see by the advance sheets of his last report, that the whole number of persons in the State of school age, (between six and twenty one years), is 862,624, out of a population of 2,549,410. There are 11,011 public and 530 private schools; average attendance, 339,540; average cost per pupil, including tuition, incidentals, and six per cent. on the valuation of school property, on average daily attendance, \$16.37; per cent. of daily attendance on whole number enrolled, 52. 20,081 teachers were employed at the following monthly salaries: males, \$48.35; females, \$36.66. Highest monthly wages to male teachers was \$250; to females, \$120. Lowest to males, \$12; to females, \$6.34. There were twenty eight State certificates issued during 1870; twenty one to men and seven to women. He shows that County Superintendents have a great deal of work to do, and that their compensation averages only \$959.90. As managed, the school system of the State requires 40,694 officers. [Should there not be some change in this respect?] He shows that the school funds "are not squandered, lost, or stolen." We are glad to see some attention given to absenteeism. "It is confessedly the great drawback on our free school system; the problem of its extinction remains, in some important respects, the most perplexing, as well as the most weighty, we have to deal with." He thinks the cause is, in a measure, especially in the cities and larger towns, the pressure brought to bear upon pupils to prevent tardiness. He argues in favor of compulsory law, and invokes the aid of public opinion to secure the best possible attendance; that power alone might do more than a law could do without its aid. We would be glad to speak further of this excellent report, but our space is gone.

AURORA.—Reports from this place indicate a great interest in their schools by the people, and show that the thoroughness and excellence of the work is unsurpassed in the State. The Training School upon the east side is under close supervision and ably managed. The teachers manifest an interest, a passion in their work, and a unity of effort rarely seen. As a result the schools are progressing, because the teachers are advancing. The west division schools closed their fall term with an examination in the branches pursued during the term, which was very creditable to teachers and pupils, and appreciated by the people. How much better would it be everywhere if parents and teachers were brought nearer each other by a common anxiety for the welfare of the children and the future of the State!

LITCHFIELD.—The Litchfield Public School enrolled during the first quarter of this year more than *one fifth* of her entire population; had in daily attendance *one sixth* of her entire population. Out of 104,000 opportunities for cases of tardiness, 173 occurred. The average per cent. of attendance was 94.

CHRISTIAN COUNTY.—The Institute met at Taylorville on the 19th of December, and continued in session five days. About seventy teachers were present. Pres. Edwards, Prof. Hewett, Supts. Hull, of McLean County, and M'Kim, of Macon County, and J. H. Woodul, Supt. Pana schools, conducted the exercises. Pres. Edwards, Prof. Hewett and Supt. M'Kim delivered lectures. Several members of the Institute read essays. The interest was good, and the teachers returned to their homes realizing that their time and money had been well spent. Supt. W. F. Gorrell is an earnest worker in the educational interests of the county, and has

greatly advanced the standard of teaching since he entered upon the duties of his office, a little more than a year ago. W.

KANKAKEE COUNTY.—A Teachers' Institute was held at the High school building in Kankakee, commencing December 19, and continuing five days. It was under the control of the County Superintendent, Rev. F. W. Beecher, and daily exercises were conducted as follows: Arithmetic by A. E. Rowell, principal of Kankakee graded schools; reading and grammar, by A. Haines, principal of Momence public schools; history and spelling, by Supt. Beecher; school economy, by G. Laird, principal of Kankakee Collegiate Institute; botany, by Rev. Mr. Hill, teacher of languages and natural science in the Kankakee High school; geography, by Mr. Richardson, principal of St. Paul's school. Two lectures were delivered, one by Dr. Cutter, on "Water and its Phenomena," and one by Rev. Mr. Barnard, pastor of the Presbyterian church, on "The True and the Beautiful." Both were able and interesting. A paper was also read by A. E. Rowell, containing some very plain talk on the subject of teachers' qualifications, which elicited a very spirited discussion. The number enrolled was 72, and the Institute, in all its work, was a decided success. Supt. Beecher is fast proving himself to be just the "right man in the right place," and well worthy the responsible position he holds.

STEPHENSON COUNTY.—An Institute was held at Lena, beginning October 25, and continuing four days. A very interesting and profitable time was had. There were present about sixty earnest, working teachers. During the first two days the work was done by teachers in the county and Supt. Kleekner. During the last two days Prof. Hewett was present and took charge of the exercises in arithmetic, geography and history. Evening lectures were delivered by Revs. Bower and Elliott, and Prof. Hewett. On Friday evening the members of the Institute gave a Shakespearean reading to a crowded house. All were highly pleased. Lena has an excellent schoolhouse—second to none in the county, and Mr. Ford, their efficient principal, is doing all that can be done toward making it a first-class school.

BOONE COUNTY.—The Superintendent has arranged a series of meetings to be held during the winter months, and a course of subjects for discussion and study. Some topic of each of the following subjects is to be considered at each meeting: history, reading, grammar, geography, and arithmetic. Such a division of the work can not fail to be of great benefit.

MCLEAN COUNTY.—The Superintendent has decided to hold institutes in different places in the county at different times rather than one general institute, believing that a greater number of teachers will attend. Teachers are requested to close their schools and attend one of them. Such a plan affords an opportunity to see and converse with each teacher that no other arrangement can do, and in large counties is highly commendable.

IOWA.—The State University is in want of a President. Iowa College reports wonderful prospects. Cornell College reports 450 pupils, without saying how many are in the preparatory department. The preparatory department of many of our colleges reminds one of the Irishman's log, four feet of the butt of which was bigger than the whole of it. The schools of Ft. Dodge are in their fine new building and are doing well under the care of J. L. Gillpatric, a graduate of Kalamazoo College. No town in the State has better schools than Ottumwa, where L. M. Hastings presides. Tabor College nearly supplies southwestern Iowa with teachers. Lennox Collegiate Institute, at Hopkinton, Delaware County, is being endowed by the Presbyterians. Many of the counties of Iowa hold township meetings, but Delaware County leads them all, having held meetings in some parts of the county on each Friday night and Saturday since September, and still they are advertised to go on until spring. T. S. Ponvin, long a Professor in the University, and formerly President of the State Teachers' Association, has taken the superintendency of agencies for the Republic Life Insurance Company. It pays better than teaching. Prof. Colvin, of the Dubuque schools, has given a course of lectures in that city on geology. Moses Ingalls, of Muscatine, the pioneer in the Institutes of the State, is again in the field doing good service. Several towns are moving for a six weeks' Normal Institute in the spring. Steamboat Rock boasts of a fine new schoolhouse. Red Oak Junction, ditto. IOWA.

Record of attendance for December, 1870:

LOCALITY.	No. Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Ave. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	SUPERINTENDENTS.
Chicago, Ill.,.....	30,266	20	28,538	27,552	96.5	8,804	-----	J. L. Pickard.
Cincinnati, O.,.....	25,228	20	22,125	21,205	95.8	11,063	-----	John Hancock.
Peoria, Ill.,.....	2,115	15	1,959	1,827	93.0	239	818	J. E. Dow.
Racine, Wis.,.....	1,786	20	1,507	1,385	94.1	255	-----	G. S. Albee.
Janesville, Wis.,.....	1,443	18	1,107	1,062	96.0	199	-----	W. D. Parker.
East Aurora, Ill.,.....	1,416	20	1,341	1,233	91.9	312	438	W. B. Powell.
Ottawa, Ill.,.....	1,314	20	-----	-----	96.7	164	638	T. H. Clark.
West and South Rockford, Ill., }	1,160	20	1,098	1,024	93.3	93	410	J. H. Blodgett and O. F. Barbuer.
Litchfield, Ill.,.....	950	18	695	625	90.0	34	250	B. F. Hedges.
Kankakee, Ill.,.....	774	15	691	652	94.3	197	270	A. E. Rowell.
Paris, Ill.,.....	749	19	730	679	93.0	215	-----	J. W. Hays.
Ottumwa, Iowa,.....	711	20	600	576	96.0	292	206	L. M. Hastings.
Princeton, Ill.,.....	555	20	525	500	95.2	117	200	C. P. Snow.
Dixon, Ill.,.....	533	20	495	470	95.0	275	187	E. C. Smith.
Clinton, Ill.,.....	532	19	503	479	95.0	20	243	S. M. Heslet.
Cairo, Ill.,.....	523	17	485	432	89.0	54	162	H. S. English.
Pana, Ill.,.....	496	12	414	392	95.0	62	217	J. H. Woodul.
Sterling, Ill. 2d Ward..	435	20	358	345	90.4	198	146	H. P. French.
Shelbyville, Ill.,.....	390	20	379	329	86.0	386	166	J. Hobbs.
Mason City, Ill.,.....	368	15	332	301	90.8	4	152	F. C. Garbutt.
Normal, Ill.,.....	347	18	332	316	95.2	100	162	Aaron Gove.
Morrison, Ill.,.....	344	20	290	271	92.0	37	176	Lyman Gregory.
North Belvidere, Ill.,..	316	17	305	282	92.5	53	169	H. J. Sherrill.
South Pass, Ill.,.....	235	14	196	177	96.3	103	58	F. J. Miller.
Maroa, Ill.,.....	193	17	151	140	92.0	155	50	E. Philbrook.
Oak Park, Ill.,.....	168	19	104	101	96.7	13	55	W. W. Wilkie.

ILLINOIS NORMAL.

AARON GOVE, NORMAL EDITOR.

In the carefully prepared and valuable statistical statement of Normal Schools in the January number of the *Illinois Teacher*, it can be seen that two institutions exceed in catalogued names the Illinois Normal: those of Millersville and Edinborough, Penn. We are informed that, at Millersville, and probably the same is true at Edinborough, on entering school, no pledge to teach is required from the student; in fact, that it is not expected that all or the greater part of the students will become teachers. The State contributes to the support of the institution, in proportion to the number of pupils who *do* teach. Our information is, that about one tenth of Millersville Normal students leave the school for the school-room. Seven eighths of the students of our school are, or have been, teachers. These facts would not appear on catalogues, hence could not have been noted in the table, but it is good for us to know the relative, as well as absolute value, of our Normal School.

Vacation was a myth with most of the professors at Normal. President Edwards started on Monday for Taylorville, where he worked in Institute, Tuesday and Wednesday, and lectured in the evening; thence went to Marshall, Clark County, where he worked and lectured, Thursday, Friday, and Saturday. On Monday, lectured at Martinsville, Clark County, and spent the rest of that week at the Association, getting home, Friday, in time to commence the term's work. Thus passed the two weeks of what ought to have been a rest for every teacher.

With Dr. Sewell, vacation commenced with a lecture at Danville on Tuesday;

Wednesday and Thursday, at Greenfield, Green County, working in Institute and lecturing. On Christmas he was at Joliet, and gave a Christmas address to the State Prison inmates. The following week he worked as Secretary *pro tem.* at Decatur.

Professor Hewett was at Taylorville, Monday, Griggsville, Tuesday afternoon and evening, and at Danville, Wednesday, Thursday, and Friday; thus working all the week. Illness in his family prevented his attendance at Decatur.

Term opened at Normal on Tuesday, the 2d. A new class was received numbering upwards of fifty. There are now in school 310; 185 ladies, 125 gentlemen.

The Model School we shall speak more fully of next month.

Two hundred and fifty Normal students are in school who were present last term. This is an indication of the power of the institution. When students remain two years or more, they can expect to be eminently successful when they go out to commence the work.

The time of service of the professors in school contributes much to the value of the instruction given. President Edwards has been connected with the Normal nine years; Professor Hewitt is on the 13th; Dr. Sewall the 11th; Professors Metcalf and Stetson the 9th; Professor Cook the 5th, and Professor McCormick the 2d year.

The "boys and girls" of these men number now nearly 2,000, and can be found far and near.

President Moulton was present at the opening of the term.

The Senior class this term have Constitution of the United States with President Edwards, astronomy with Professor Hewitt, English literature with Professor Stetson, and trigonometry with Professor Metcalf.

Spelling is receiving marked attention in Normal this term. It will be hard hereafter for the student, if his record in orthography is not bright.

Miss Emaline Dryer, after a service of six years, presented her resignation at the close of the last term. She leaves this community with the kindest recollections of numerous friends. Her successor is Miss Myra A. Osband, for several years preceptress of Falley Seminary, Fulton, New York, having previously taught seven years in the public schools of Illinois. She comes with the highest recommendations for her efficiency and skill as a teacher.

The students of Normal, on learning of the resignation and departure of their preceptress, adopted the following:

WHEREAS, Miss Emaline Dryer, preceptress in the Illinois State Normal University for the past six years, has seen fit to resign said position, therefore,

Resolved, That we, the students of said University, unite in extending to her our sincere thanks for the untiring zeal and energy always exhibited in the performance of all her duties.

Resolved, That we ever remember her as a faithful friend and adviser, a true teacher and woman, and that we tender her our kindest wishes in all her future work and life.

Resolved, That these resolutions be published in the CHICAGO SCHOOLMASTER, and in the Bloomington papers; also, that a copy of the same be sent to Miss Dryer.

F. E. SHAVER,
FRANCES S. RAWLINGS,
A. B. PHILLIPS,
W. GRIFFITH,
H. F. HOLCOMB,
R. MORRIS WATERMAN,
Committee.

During the vacation just passed, business men, who are supposed to know what they are about, made effort to induce Professor Cook to leave teaching and enter business. There are many who will be glad to know that Mr. Cook did not accept their offer (although double his present income was guaranteed for two years), but that he remains as Professor of Elocution for the present.

To the time for making up this number of the *SCHOOLMASTER*, there have been but two evenings for society meetings. We have not yet discovered the method by which the reporter is able to be in, and report for, two meetings held at the same time. The first Saturday evening we were in Philadelphian Hall, and witnessed the retiring of the old officers and the appearing of the new. President Griffith, in a loyal and telling speech, thanked the members for their help during his six months of office just closed. Mr. George Blount, President elect, on taking the chair indicated, among other things, his intention of having, so far as possible, only *original* work for the programme. It seemed to us this was a strong, good point, well taken, and, as Mr. Blount showed, the only way by which the members could best profit by the Society work. The other officers elect are: Vice President, Mr. E. Hough; Secretary, Miss L. Ray; Assistant Secretary, Miss A. Kellogg; Treasurer, D. Templeton; Librarian, J. M. Greely; Chorister, Mrs. Lillie Moffatt.

The Trio by Messrs. Waterman, Judd, and Miss Eldredge, and Mrs. Jarley's exhibition of wax-works, constituted the entertaining part of the programme. Both these exercises were new, and certainly good. The instructive part was a lecture from Professor Hewett, essay from Miss Ray, with orations and declamations. The exercises reflected credit on the Executive of the Society. President Edwards was the critic of the evening.

At society meeting, on the 13th, the attendance was so small, owing to the inclemency of the weather, the Wrightonians accepted an invitation to join with the Philadelphians for a joint session. Before moving to the Philadelphian Hall, President Holcomb took occasion to compliment the members present for venturing forth on such a night. The zealous society members could be nicely selected on such a night as this. Nothing but an ardent attachment for the institution could have brought from their comfortable rooms the ladies and gentlemen. During the evening, declamations were given by J. Sniffin, W., and R. Zeph, P.; select reading by Miss E. Stuart, W.; and essays by C. V. Guy, P., and W. R. Wallace, W. After recess an extemporaneous debate was had by Messrs. Cook, Gove, Holcomb, Hayden, and Underhill. Much laughter and fun was caused. Professor Cook, by sallies of wit, brought peals of laughter from the house. The Wrightonian Society have decided to give an exhibition soon in the large hall.

The proceedings of Green County Teachers' Institute have reached us, with compliments of Professor Dobbin, of Carrollton. The minutes are printed in good form for reference.

The Committee on Ways and Means recommended, That since the Legislature has, by enactment, provided that there shall be no loss of time incurred by the teachers while attending the Institute, and the people of Carrollton, Whitehall, Kane, and Greenfield have each provided for the gratuitous entertainment of the teachers during its sessions at considerable expense and trouble, we recommend that during the future sessions of the Institute the members attending compensate those providing such entertainment. This is a move in the right direction. Teachers will gain much by paying their expenses like other people.

The Carrollton High School, under the direction of Mr. Joseph Dobbin, assisted by Miss Alice Judd, opens the winter term with fine prospects. A large and beautiful house, intelligent and enterprising men on the Board, as are Messrs. Craig, Boyd, and Davis, and efficient instructors, all give assurance to the people that the expenditures for education are wisely made.

Non-resident students are received, on application to Professor Dobbin.

Charles W. Moore, in charge of the Tremont High School, sends us notice of a "sociable" of his school at the term's close. The success of Mr. Moore, we are told, is assured. Tremont is fortunate in having with them so scholarly a man. Few young men in the State have a mind as well stored.

P. A. Clark has charge of Graded School at Neponset; salary, \$112.50 per month. "All goes well so far," is the encouraging response from him.

Henry B. Norton, late Associate Principal in the Kansas State Normal, has left the field, we suspect, forever. When the prospect of wealth appears, most of us kindly accept the situation. His ability and energy led him to select a

spot in Cowley County, Kan., at the junction of the Walnut and Arkansas rivers, upon which to build a city. He and Hyde, his brother, put up the first log house in June. To-day there are nearly one hundred buildings, including mills, etc. A large trade is already opened with the Osages and Texan drovers. Capt. Norton will handle \$30,000 in furs and robes this winter. As the Norton boys have a large share of the land, and as two railroads are sure to pass through their town, we, on the whole are not disposed to blame the "sage" for leaving the school-room. Besides, he is a candidate for the State Legislature. Once there, we take it, a seat in Congress is sure for him. One can learn more of the boys, and their town called "Arkansas City," by sending for their newspaper, published weekly, under the title of *Arkansas Traveler*.

We received early notice of the Commencement exercises of Kansas State Normal School. That institution is one of the oldest offspring of the Illinois Normal. Professor Kellogg, who assumed its control at the outset, still remains at its head. Miss Mary Baker, known to students of '61 and '62, is Principal of the Model. Several features of the exercises deserve approbation. The forenoon was allotted to the orations and essays, the afternoon to the awarding diplomas, etc., and the evening to Graduates' Reception. By this arrangement, the whole day was used, but not in one prolonged session as with us in '70. It seems a fitting time for commencements at the close of the year, but old institutions have not selected it. Probably Indiana Normal will graduate its classes in December, instead of July.

S. W. Garman is Principal of Mississippi State Normal School at Holly Springs. We expect to be able to tell of his school and prospects soon.

That part of the Governor's Message which relates to our school is difficult of comprehension. Does his Excellency wish that what is taught here should not be taught at Champaign, and *vice versa*? If so, is it not fortunate that we have railroad connection? Students, under such circumstances, could attend to a class in Latin over there in the morning, take the train and reach here in time for mathematics with Professor Metcalf before supper. It might be a somewhat difficult matter to so cut up the curriculum, as seems to be suggested; and as to financial extravagance, a little careful attention to the expenses of the State Normal University, for the last two years, compared with any other State institution, will relieve all anxiety on account of prodigality. The average number of students to a teacher is nearly forty, which is greater than in any other educational institution of high grade in the country.

Normals, and all friends of popular education in the south part of the State, will find a staunch friend in Pike County. Hon. J. M. Bush, of Pittsfield, Senator elect, has, for a long time, been eminent in that county for his labor for public schools. In 1865 the finest public school building in the State was erected at Pittsfield, through his earnest effort. It is good to know that our Legislature contains such men. A senatorial committee of such would be well for Illinois.

The school at South Pass is under the direction of Mr. F. G. Miller. Miss Mary Wright, recently from the Normal, has charge of the grammar department. The secondary department is in the hands of Miss Topping of the Model School.

Among the falls in school may be noticed that of John X. Wilson. Ten years ago, when John X. came among us, he was quite a lion, for he knew more of the world and business than all of us. Then he had been through the Border Ruffian Kansas War, returned to Illinois nearly penniless, and entered Normal. Entering the 33d when the war broke out, he was made sergeant major. A better sergeant major, adjutant never had, and the writer knows whereof he affirms. From the 33d John X. (as he has always been familiarly called) took charge of a company in the Corps d'Afrique, with which he remained to the end of the war. Having acquired a competency, he now devotes himself to teaching, winters, and taking charge of his farm in Christian County, summers. The old students will be glad to know that he will probably take a diploma from the University in '72, for which he commenced working in '60. When such men attend school, the instructors are complimented and the institution honored.

BOOK TABLE.

Life of Daniel Webster. By GEORGE TICKNOR CURTIS. D. APPLETON & Co., New York. MOSES WARREN, Chicago. 2 vols. octavo.

The author was appointed by Mr. Webster as one of his Literary Executors, and on him devolved the duty of writing his life. Being an intimate friend, also, of that great man, knowing him for more than sixty years, and spending several days with him just previous to his death, Mr. Curtis enjoyed unusual facilities for writing a most accurate biography. Beginning with his parentage, he traces every event that tended to give direction to the mind and character of his subject. From the time he began the practice of the law till his death, he was so connected with the political affairs of the country that his biography becomes a history of the United States; and what the author has given in these volumes covers much ground belonging to our history during the forty years of Webster's career. The extracts from his speeches and correspondence are copious, giving an insight into his mind and heart that his public life alone did not show. It is not too much to say that his labors have, to a great degree, shaped the policy of this nation; that his ideas have been dominant for several years. "The Union, now and forever, one and inseparable," which was his motto, became ours, and saved us from destruction. No one can understand the political history of this country who has not carefully studied the lives of her eminent men, among whom Webster was a king, and no work has been or will be written which so fully and completely reveals the man and his work as this. It should be in the library of every teacher and reader.

School History of the United States. By DAVID B. SCOTT. HARPER & BROTHERS, New York. J. H. ROLFE, Chicago. 12mo., pp. 425. \$1.50.

The striking characteristic of this book is the conscientious adherence to facts, whether they have a partisan bearing or not, or whether or not the actors are thereby complimented or censured. Nowhere does the author seem to shrink from stating the truth, a thing seldom seen, especially in treating of recent history. The style is very attractive, and the succession of events so treated that the chain is complete. It is impossible to crowd everything into a school history, but we wish there was more of biography in the book, for it is largely from the actions of individuals that events occur. The maps and cuts are numerous, and the general reflections at the close of each period excellent, showing somewhat of the philosophy of history. Review questions are interspersed, and at the close we find the Declaration of Independence, Constitution, and a chronological table.

Chambers' Encyclopædia. Edition of 1870. J. B. LIPPINCOTT & Co., Philadelphia. Parts xix. to xxviii. 60 cts. each.

These numbers nearly finish the letter F, and complete about one-third of the entire issue. They lose none of their excellence as the parts increase; in fact are better than the first numbers, as they show the most recent changes, and give greater evidence of careful revision. Statistics are brought down to 1870, and biographies of living persons include their latest actions. The cuts are numerous and excellent; they are a feature that makes this encyclopædia exceedingly desirable and valuable. Its statements are as nearly correct as it is possible to make them, and it furnishes a fund of information that can not be found elsewhere in so concise, convenient, and cheap a form.

A Story of the Rocks. A Fourteen Weeks' Course in Geology. By J. DORMAN STEELE, A. M., Ph. D., Principal of the Elmira (N. Y.) Free Academy. A. S. BARNES & Co., New York and Chicago. 12mo., pp. 280. \$1.75.

This is one of a series of books in the sciences, by the same author. He does not attempt more than a general outline of the subject, but makes it plain and interesting. His style is easy and attractive, and calculated to interest the student. Little definite knowledge can be obtained from it, but a desire for field work will be created, which alone will give the only definite geological knowledge of much account. It contains a chapter of review questions, and is profusely illustrated. For a term's work, it would be an excellent book.

Wonders of Bodily Strength and Skill. Translated and enlarged from the French of Guillaume Depping, by CHARLES RUSSELL. CHARLES SCRIBNER & Co., New York. HADLEY BROTHERS, Chicago.

The marvellous and the wonderful always attract children, and this volume, filled as it is with recitals of the feats of the body, and vieing with Arabian Nights' Entertainments in its tales, will excite the greatest interest among its young readers, and possibly induce them to test their own strength and skill by sundry lifts, boxings, and flagellations. The author has collected these "wonders" from the literature of all countries, and does not, of course, vouch for their authenticity. He has not told us much about feats of strength in America, though there is something worthy of record here. Our boys will delight in these stories, and probably be drawing its illustrations in their books, and on houses and fences, till a new "wonder" supplants this one.

Complete Algebra. By A. SCHUYLER, M. A. WILSON, HINKLE & Co., Cincinnati. 12mo., pp. 368.

There seems to be no good reason why there should be several books for pupils to work through to obtain a good knowledge of this branch. One book will make as good scholars, if they be prepared for the study when it is taken up. The work is necessarily condensed, and some things omitted which are desirable in an algebra, but the author is logical and concise in his reasoning. In quality of paper and beauty of type the book would be difficult to surpass.

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It is a good indication when publishers are willing to put into the trade books on the structure of the body, and laws of health. If there be not already a demand for them, it is hoped that they will create one. The author is very general in his treatment of each topic, is never technical, avoids unnecessary terms, even the names of the bones. The order of topics is: The bones, the muscles, the skin, the chemistry of food, food and drink, digestion, circulation, respiration, the nervous system, the special senses, the voice, and the use of the microscope in the study of physiology. The same amount of information that is here found might be given in much less space and in as easy style. The chapter on the use of the microscope will make the work more than usually interesting, and probably incite some readers and students to further investigation.

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D. APPLETON & Co's PUBLICATIONS.—We heartily commend to teachers three books recently published, and which should be in the hands of every teacher: Lockyer's Astronomy, \$1.75; Cornell's Physical Geography, \$1.60, and Youmans's Botany, \$1.25.

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REV. F. S. JEWELL, PH. D., ALBANY, N. Y.

No. 3.—*Physical Drawbacks.*

Well, what shall be done? "O," as the children say, "lots of things." "But, I can't!" Then, as the boy said to his playmate who declared he would not give up, he would "die first:" *die first*. But if you do not feel ready to accept that alternative, and most people do not, set yourselves to work resolutely, taking up one thing after another, as you can, but not failing to take them up. You will find the work easier as you go on, and as your strength and courage improve.

As to keeping the air pure, do what you can towards having the walls of the school-room kept free from dust, cobwebs, possibly from "spit-balls," and other dirt, by being carefully brushed down. "Cry havoc, and let slip the dogs of war" in the district, if provision is not made for the frequent scrubbing of the school-room floor; thorough sweeping is not enough. If the floor has to be sprinkled, let it be *sprinkled*, not dashed or deluged with water; not even under pretense of making the room cool in hot weather. If there is a water dish for the stove, have it kept scrupulously clean; keep it filled with pure water only, and never allow it to stand where the evaporation becomes sensible. There is but one greater abomination in the school-room than a rusty old dish, half full of half-year old slop and scum, boiling away on top of the stove. Put it under the stove rather than on it. Impress upon your pupils the importance of personal cleanliness; if need be, impress even the cleanliness itself upon them. See that the school desks are regularly inspected and discharged of the waiting-to-be-enbalméd remnants of apples and noon-day lunches.

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For the matter of ventilation, if you have any ventilators in your school-room, see that they are *effectively* used; do not guess at it. If you have none, never mind. You can get provided at a trifling cost what will serve your purpose better than half the ostentatious flues and registers that grace our better school-rooms. Have ventilating slats* made for every window in the school-room; put them in their place under the lower sash, *when you open school*, and keep them there through the day. A quiet, constant, *imperceptible* influx of fresh air will be received through the opening between the lower and the upper sash, and with no waste of heat from the upper part of the room. Additional ventilation can be secured, if needed, by throwing open the doors, and, perhaps, a window (though this will be rarely needed) at the recesses. Always throw open windows and doors at the close of school, ventilating the room thoroughly before it is closed for the night. For the rest, use your nose and your common sense, only taking care to keep your nose in training by occasionally thrusting it into the pure out-door air; otherwise, you will never know whether the air of the school-room is pure or not.

As to the other points, they may be dispatched in a more summary manner. A few leading principles cover the whole ground, or all that natural depravity will allow to be covered. The teacher's chief difficulty will be, not that he does not know what he ought to do, but he does not like to do it. If he can deny his appetites and govern himself, he will heed the following:

Take what *light*, out-door exercise you can, but never immediately after school, or when oppressed with nervous exhaustion. Better, in that case, lie down and rest absolutely. If not that, fling yourself into an easy chair, and throw care, like physic, "to the dogs." Take up some sprightly bit of light reading, like Kit North's *Recreations*, or the "Sparrow-grass Papers," or Warner's "My Summer in a Garden." Or else, if you have one, and *you ought to have*, betake yourself to your flute, or violin, or cabinet organ, and thus relax the mind, while the body is resting. For the rest, talk when you can find a sensible companion, and ride when you can secure a good conveyance and a pleasant drive.

Take your meals regularly, and in *full form*. Eschew all lunches, as Job eschewed evil. As a matter of principle, eat only the more substantial, nutritious, and digestible articles. Guide yourself in your

* These slats are simple strips of board of the same thickness, width (or from three to four inches wide) and length, as the lower bar of the lower sash. They are put in position by raising the lower sash, placing the slat under it, and then shutting the sash down upon the slat snugly.

choice, both by the rules of hygiene, and the observed effects of food upon your own system. Rules will not always apply, for constitutions differ. Whatever you choose, eat slowly, drink little, laugh all you can while eating, and, if possible, *dodge desserts*; they are a device of the devil. If you are especially exhausted at the close of school, get a cup of good tea, when you can; coffee, if you feel weariness or soreness about the lungs; and may your landlady or your hostess "have mercy upon your" stomach, generally.

As to the solid rest of sleep, I insist upon good ventilation of your sleeping-room. Do not fear an open window, if you have clothing enough upon the bed. Give your lungs fresh air at night, and they will bring you out fresh in the morning. Insist upon regular and seasonable hours of sleep. We do not say, "retire early and rise early," as some demand. Your evening hours are your main dependence for outside study and improvement. In the morning, you ought not to do much. Keep yourself fresh for your school work. The great demand is for regularity as to time, and sufficiency as to quantity. Observe these, and, unless you destroy it beforehand by unnatural excitement, your sleep will be sweet.

READING.

W. F. GORRELL, TAYLORVILLE, ILL.

Reading is only a means to ends, and hence, it is not to be taught solely for reading's sake. The question arises: How may these other objects of reading be met in teaching reading in our common schools? We reply,

1st. In teaching reading itself, it is necessary that the *teacher* read the piece first. Our pupils can only learn to read from a good model, and they *can not* present such a model. The more a pupil is left to himself, being simply requested to read correctly, and the more the teacher neglects to read to him well, the less will a pupil learn to read. An explanation of what is read and a stimulation of the *feelings* must aid in this, for æsthetic reading not only depends on a correct conception, but also on a consciousness and strength with which the matter read and pronounced is digested.

2nd. The pupil should now try to read the lesson by his own efforts, and this should be repeated until he acquires a certain proficiency in correct delivery. It is not important that the pupil be permitted to read a

large amount of matter, but it is essential to dwell upon one piece perseveringly until it is read correctly. These two drills apply mainly to reading as reading, but they also extend into another sphere, and secure higher ends. Mind and feeling are brought into action, and a conception of the matter is secured, resulting in intellectual growth.

3rd. This will be better attained, if the reading matter be not only spoken through with the scholar, now developing, now defining, but if little excursions be made into the realms of nature, history, ethics. Such excursions are indispensable, if the teacher intends to bring out the full sense of the piece. Secondary objects are to be separated from the main ones in order that they may not be confounded, at the expense of clear conception. If the reading lesson be a dialogue, it ought to be read by two pupils, because the different characters can thus be better represented and a better elocution secured.

4th. The memorizing of meritorious pieces is recommended, because it secures some further intellectual results, as the culture of the memory, acquirement of certain forms of speech and expression, and creates a correct taste.

5th. The reading pieces can be used for the advancement of the pupil in the written expression of thought. To this end it is recommended, 1st. That the pupil copy them from the book, and afterwards produce them from memory. 2nd. That he narrate other pieces which he has read, in a free manner, either orally or in writing. 3rd. That he be required to analyze the piece and also sentences which have not yet been defined.

It is certainly possible to carry through all these exercises in every school with success, but much, very much depends on the teacher.

THE MEMORY.

H. C. COX.

We are often told to cultivate the memory. We are referred to certain divines, who in their youth committed entire books of the Bible, in order to develop memory. We are then informed what a great influence this early training had upon their after life. The memory needs no cultivation. It will take care of itself. It is the attention, the habit of concentrating the entire force of the mind upon a given subject, that needs training. The memory retains whatever is impressed upon the mind, and nothing more. One may read a volume carelessly and remember nothing; if he strongly sympathizes with, or opposes, the author, he will

remember it all. His knowledge of the subject discussed will be proportionate to the amount of interest with which he has read it.

The writer can give in full the first novel he read, because he believed it to be true, and was in full sympathy with the hero and heroine. He does not remember the title of half of those he read while at the army, because he read them merely to kill time. These stories are not lessons in *memory*, but in *sympathization* and *imagination*, as parenologists have the power of putting the entire thought upon a subject and keeping it there till it is fully understood, for their success is memorization.

A pupil says: "I have no trouble learning arithmetic, but grammar I can't understand and can't learn." So it was with the writer. He was beyond his class in mathematics, and behind it in grammar. A reading lesson was learned very readily, while he was skipped a step over a lesson in history an hour or more, and nearly always failed. His teacher in Latin thought him apt, while his teacher in geography considered him a drone. His teacher in the theory and art of teaching was usually satisfied with his recitations, while his teacher in grammar used to shut her eyes and wait for failures.

He has since learned the cause of his successes and failures. With those studies in which he was interested, he succeeded; with those in which he was not, he failed. After leaving school, he was impressed with the thought that to teach a subject, he must first understand it. His first aim was upon those "master" studies, and then results began to be discovered. The interest increased, the task became a pleasure, and the principles were easily given because their meanings were understood.

Many pupils leave school well versed in a few things and almost wholly ignorant of many others. They learn those things they like, and are permitted to omit those that they do not. When they choose to get a work in parenology, they recollect themselves in their unpleasant situation with the theory that a person may become very proficient in one branch of learning, and be unable to acquire even the rudiments of another. They are cited to Agassiz and Cuvier, of whom it is said that they could not master the multiplication table. No one is parenologist if not enough to believe it. One can believe they never *did*, but not that they never *could*.

The above is written with the hope that teachers, who are in the habit of permitting their pupils to read just what they happen to like, will stop to think before conditioning the table, and that they will not attempt to have them memorize lessons before they have awakened their interest in them.

The mind can learn anything that it can grasp, but it can study nothing in which it is not interested. Study that is a task is a failure.

MUSIC IN THE BOSTON SCHOOLS.

G. B. PUTNAM.

Musical instruction in the schools of Boston, now receives a degree of attention which is worthy of notice, and a brief sketch of its rise, progress, and present condition, may be of interest. Forty years ago, on the 19th of August last, the American Institute of Instruction, at a meeting held in Boston, was addressed by William C. Woodbridge, the eminent geographer, who had just returned from an educational tour in Europe, upon the practicability of introducing vocal music as a branch of common school education. This address is supposed to have been the first effort in this direction in this country.

In December, 1831, a special committee, appointed to consider the subject, presented to the Primary School Board an elaborate report urging the introduction of music as a regular study in the *Primary* school. They urged the measure as both practicable and expedient and called to the notice of their associates, a class of young pupils taught by Lowell Mason on Wednesday and Saturday afternoons, with great success. After a careful consideration of numerous objections, and a forcible presentation of the advantages to be gained by its introduction, they offered an order to the effect, that one school from each district be selected for the introduction of systematic instruction in vocal music, under the direction of the district and standing committee." The order was adopted, and a trial made, but it failed of success.

On the 10th of August, 1836, a petition was presented to the School Board by the officers of the Boston Academy of Music, recently established and supported by numerous prominent citizens, asking for the introduction of musical instruction into all the public schools. The matter was considered by a special committee, and upon their recommendation the necessary orders were adopted by the Board, for a trial of the experiment in the Hancock and Johnson Schools for girls, the Eliot for boys, and the Hawes for boys and girls; but the City Council failed to make the needed appropriations and their plans were thereby defeated. Lowell Mason, thereupon offered to give gratuitous instruction in one school, as a test, and the experiment was tried in the Hawes Grammar School, in the latter part of 1837.

Such was its success, that on the 28th of August, 1838, the committee voted to employ a teacher of music in the several public

schools, and also defined the regulations by which he should be guided. Lowell Mason was selected to take charge of the new department, thus for the first time established in this country.

In 1846 the Grammar schools were divided into two sections, and while ten remained under the charge of Mr. Mason, ten were assigned to B. F. Baker.

Instruction has continued to be given in this branch, with greater or less efficiency, to the present time, and it can be said with truth, that greater advance in all respects has been made within the past two or three years than ever before.

During the long time which had passed since the first attempts were made, it became apparent that a more systematic plan was needed, by which there should be a graded course of instruction, extending through all the schools. It was found desirable to establish Normal classes among the teachers as well as to prepare those graduating from the Normal school to instruct in music. It was also found necessary to increase the number of special teachers and place the whole department, in charge of a competent director. This department is now under the general direction and supervision of a standing committee, consisting of seven members, of which J. Baxter Upham is the efficient chairman. Mr. Upham has occupied this position for many years, and much of what is now witnessed is due to his zeal and effort. The pupils who enter the lowest grade in the Primary school commence the study of music, and it is continued without interruption through the several classes of the Primary, Grammar, and High schools.

Julius Eichberg, as Musical Director, has charge of the instruction throughout the city, and he also teaches in the Girls' High and Normal School. Mr. Eichberg is a most thorough musician and has had a successful experience as a teacher, having been a professor at the Conservatory of Music in Geneva, and the Director of the Boston Conservatory of Music. His salary is \$3,300.

The first and second classes in the Grammar schools are taught by Joseph B. Sharland, who was appointed a teacher in Sept., 1864. He had been a pupil of Hambridge, Trenkle, and Boulanger, and brought to his work not only a superior knowledge of the art, but also an enthusiasm which at once commended him to the masters of the few schools at first assigned him. The result was that in the course of two or three years he was called to instruct in all the Grammar schools of the city. He is at present allowed but one half hour *per week* in each school, yet he so faithfully employs each moment that much is accomplished. He receives \$3,000.

cational purposes, and unaccounted for by the statistics of the State Department of Education. It seems to me that all this *seeming* loss might be kept from seeming even by the following simple plan:

1st. Charge all school Treasurers with the amount received from the levy, and not with the levy.

2nd. Make each Treasurer settle twice in a year with the County Superintendent, who should record and keep in his office the amounts on hand semi-annually.

The County Superintendent, as auditing officer, would thus *know* where every dollar went to, and he could report to the State Superintendent, and he *would know* also. It would then appear that the loss is largely owing to the poor way in which school affairs are managed, or by the poorer way in which accounts are kept by the treasurers.

The principals and superintendents of Northern Iowa, impatient of the delays and refusals of the legislature to plant Normal schools in their midst, have resolved to establish a Normal school for Northern Iowa, and have authorized E. P. Stubbs, County Superintendent of Hardin County, to receive bids for the location of the same. This shows the true grit. Why should not teachers combine to push forward educational reforms as well as religious bodies?

In visiting a school not long ago a class was up for review in general science. They were evidently "up to snuff" in answering promptly.

The first question was, What is hail?

Ans. (Prompt and loud.) Hail is frozen rain.

The second, What is snow?

Ans. They frequently fall the size of hen's eggs.

EFFECT OF A THOUGHT AND A DROP.

Solomon says, "A word fitly spoken is like apples of gold in pictures of silver." Word-painting is an art in which but few are skilled to the extent of drawing a real, life-like picture.

In my rounds, visiting schools for the past few days, my eyes have seen what might be sketched with the pen of a Bungay into a delightful and most interesting picture. The date of this may prompt the memory, that on last Saturday there was a terrible storm of rain, hail, sleet, and snow, extending far and wide all over the country. The rain fell upon fences, hedges, trees, everything in its way, and congealed, making a

coat of ice upon them as pure as clean water could make it, and as clear as crystal.

Forest, fields, fences, and orchards, are clothed in garments sparkling like diamonds in the sunlight. The sun is sinking beneath the western horizon; he sends his sharp rays of light athwart the eastern landscape, and "new raptures opening round," charm the beholder. The landscape clothed in silvery garments of ice, returns floods of silver light, tinged with golden hues, and thus "Night, sable goddess," draws the curtain about her, and sinks to rest.

But the fences, especially, were fringed with icicles, and it occurred to me that here was an object from which might be drawn a moral lesson, and the minds of the children be impressed with it. The next school in which I had an opportunity to talk, I said to the children, "I wish to make a comparison. You have seen the beautiful appearance of the landscape, and particularly the pendent icicles all along the fences. Now children, each of you is every day forming a character, which is made up of actions resulting from thought. You always think before you act, and the thought moves to action.

"You think but one thought at a time which may move to action, and the aggregate of thought, when ultimating in action, is what constitutes character. The icicles fringing the fences were made up of single drops of water. There came a drop of pure water upon the rail or board, and it trickled down to the lower edge, trembled there in the breeze a moment for want of weight to fall, and before it gathered the power, "Jack Frost" interfered, and turned it into ice. Then another drop comes, and still another, and are subject to the same fate, and so on, until the icicle is completed. If each drop of water is pure from the clean water of the heavens, the icicle will be clear as crystal, and the light may shine through it beautifully. But suppose the drops come from muddy, foul water, then it is obvious that it will not be clear, and the light will not shine through it to delight and charm us. So, my young friends, from impure thoughts allowed to move one into action, the character is marred, and that which might be lovely, and of good report, is deformed. Each individual carves his own character by what he permits to move him into the line of habit. Habits should be pruned with much care and thoughtful skill, ever keeping in mind that it is 'the little foxes that spoil the vines.'"

JOLIET, Jan. 20, 1871.

S. O. SIMONDS.

THE NEWSPAPER IN SCHOOL.

The use of the ordinary newspaper in the school-room is liable to many abuses; trouble would probably often follow its introduction. The difficulty in finding any paper "neutral" in politics or religion, and yet able and meritorious, is, so far as I know, insurmountable. There are no districts in our State that do not contain many and various political and religious notions. A teacher must be quite strong in the confidence of his patrons who can introduce for daily practice any one of our able commercial papers, without disturbing sectarian or political consciences. Such disturbances draw from energy needed in other directions. These objections, too, seem valid, for school-room use of newspapers makes text-books of them. If the ordinary newspaper is not acceptable, can not good use be made of our great illustrated weeklies? We have three in the country, one of which, I am sure, has from its first publication contained nought but the pure and chaste. The extreme views of the common newspaper are avoided. Whatever has been pictured has been fit for school-room use. It furnishes from week to week a picture history of current events. We refer to "Every Saturday."

The Franco-Prussian war has been so rendered by engravings, that, by a ten-minute exercise each day with one copy of the paper, the pupil's knowledge keeps pace with events.

I have found one of these papers to be of good service in the way indicated, and what is most valuable, the boys and girls work out their own information.

Perception is keen in youth. These pictures greatly assist in *fixing* the character of Bismarck or Eugenie. One copy for the school room costs little, and the publishers, doubtless, for such use, will make the greatest allowable discount. A dime, often less, from each pupil, would secure an annual subscription.

AARON GOVE.

ALL the virtues of language are, in their roots, moral. It becomes accurate, if the speaker desires to be true; clear, if he speaks with sympathy and a desire to be intelligible; powerful, if he has earnestness; pleasant, if he has sense of rhythm and order.—*Ruskin*.

UNIVERSAL education is a matter of deep national concern. Every condition of our perpetuity and progress as a nation adds emphasis to the remark of Montesquieu, that it is in a republican form of government that the whole power of education is required.

THE EDUCATION NEEDED BY THE MASSES.

It has been wisely said that children should be taught what they will practice when they become men. If this idea were followed closely, children would be educated directly only in those things which they expect to follow through life for a livelihood, and obtain knowledge of other things incidentally while perfecting themselves in their special departments.

But were this condition of things established, it would necessitate a guiding will, that of parent or guardian. Each one would have to determine what he would have his children do, and then place them in position to secure the required instruction. It would seem to wrest from us a principle dear to the American heart—individual liberty of choice in the pursuits of life. It would seem to make concrete the idea of a predestinating providence, so odious to the free-thinking of this generation. It would take away much of our versatility, as children would become talented only in their individual pursuits. To quite an extent is the culture of any faculty or set of faculties a talent.

We now aim to give children a varied knowledge, and require them to study many different things, in order that there may be an opportunity for the exercise of choice among them; if need be, to fit them for any emergency in life, and to add to their happiness and power as much as possible. This seems to be the motive that prompts the best and most cultivated in their efforts to promote the education of the masses. But with the great majority one motive only appears. We hear it talked of by the poor and rich, the weak and strong, the ignorant and the learned—“*getting on in life.*” It is believed that education secures this ability more than any other force. To the individual, it is the stimulus of all effort; when realized by most, it becomes prosperity to the nation. The census reports are carefully studied to ascertain the extent of this getting on in life, and if wide-spread, the nation is considered highly prosperous. So that all our efforts, all our lives, are measured by that one standard—how are we getting on in life? To so great an extent is this true, that almost our entire population are vying with each other, elbowing each other, trampling upon each other, in their eagerness to become prosperous, and measure all things by a material standard. The desire to develop versatility of talent is simply a part of the one great motive, for if a person fail at one thing he wishes to be able take up another successfully the next day or week. Hence masses of American youth are sent

into the world with no definite work to do, no knowledge of any one thing sufficient to secure success, or make them masters in it, but only a smattering of many things which seems to unfit them for the confinement of one business and the tedium of one occupation, but which seems to dissipate their powers, and make them weak. There are no men living superior in power to multitudes of the old worthies, nor is their ratio to the present population so great as it once was, yet there is all the advantage of science and art in favor of the men of to-day.

In view of all this, may we not ask: Is our present popular idea of education the correct one? Does it abate the greatest possible amount of sin? Does it secure the greatest possible amount of happiness? Does it make our youth the most worthy, industrious, and useful men and women? Does it develop the greatest strength of mind? Does it make strong and vigorous character? We need, to-day, men skilled in every department of activity, educated in the direction of their life labor; the future will demand them. Whence shall they come?

In looking over school statistics, it appears that only about one third of those attending school learn much more than reading and writing, while the rest, forced into employments that demand so much time and strength, that true education in their work is precluded. They therefore grow up ignorant of it, and of all related occupations, except as they are thrown into direct contact with them by the necessity of labor. No desire to improve is aroused or stimulated, but rather crushed, if any exist. Thus the two-thirds of school children grow up and reach manhood with no more power to secure happiness and to beget it, than the other one third that receives a smattering of a number of things in the schools. But if there be any advantage, it is in favor of those who leave school at an early age to learn some trade; for at the same age with those who have spent their years in school, they have the advantage of some practical knowledge of an occupation, and the possession of one, and this, if properly used, affords an opportunity for a special education that will in time embrace all knowledge.

What we need, then, is opportunities for the apprenticeship of children to masters who will not merely see that they work, but who will be their teachers and friends. Then, and not till then, will the individuality of children be developed, and their knowledge of some useful occupation secured, while their minds will be truly educated by a course of judicious investigation. All the cramming of our schools, all the forcing of the most earnest teachers, all the stimulus of a crowd of children, can not arouse the child so much as the investigation that might be the means of education in the condition referred to. To develop, the

mind must be active; investigation begets and requires mental activity. By this course, therefore, the highest education might be begun and secured. Frequently, if not generally, our schools are places for learning, simply; places of receptivity, not for activity. Thus does it appear that they do not practice the two ideas absolutely essential to true education—individuality and investigation. Ought not a judicious apprentice system to take its place. Since so few of our children remain in school, and such an insignificantly small percentage receive a higher learning, does it not seem as though the public were ready for something that will serve them better?

It can not be said that the present practice of hiring out boys is in any just sense an apprenticeship. The feeling generally entertained is that a child's time while learning should be paid for, and hence he is put to menial tasks, and receives no instruction, except such as he may pick up of his own accord, if he be observing and industrious. But the master should be paid for teaching his apprentice, and should assign no menial task that is not necessary to a good understanding of his trade. Nor should his time be spent wholly with the practical part of his trade, but with the philosophy of it, the literature of it. Can any one doubt the efficiency of such a training?

A.

EDITOR'S DEPARTMENT.

It is with no little encouragement that we continue our efforts to further the cause of education. From every quarter letters of commendation and praise are received, and the kindest wishes are expressed for our success. We have refrained from speaking much of ourselves, believing that it to be better to let our work speak for us. It may not be amiss, however, to say that we think there is much in popular educational notions, in the ideas and practices of teachers and school managers, and in our systems, that needs correction: that we shall aim to encourage the true and the just, to expose the wrong, to show the tendencies and effects of error in educational matters, and to suggest remedies therefor. But all this must be wrought through the teacher, and we shall, therefore, provoke them to efforts for personal culture, and for the acquisition of that power of character which wins and compels all who come in contact with it to higher attainments. But let no one think he can do good to others or to himself by a weak indulgence of his desires for amusement. The teacher's work is pre-eminently one of self-sacrifice, if any good is to result from his labor. Nor let any teacher think that teaching differs greatly from any other labor in this respect, for nothing desirable can be secured and enjoyed without earning it by some process of self-sacrifice. We must not, therefore, feel that we are simply to be amused and entertained, but that we must think and work, and thus add our mite toward helping on the grand idea of education—the perfecting of the race.

MIXED VS. UNMIXED SCHOOLS.

The advocates of mixed schools will find a crumb of comfort in the late report of the Superintendent of Public Schools of the city of New York. It appears that the examinations testing the progress of the pupils give one uniform result in every branch of study, and also in discipline, to-wit: the superiority of the girls' schools. The tests were in discipline, reading, spelling, writing, and arithmetic, and in none of these did the boys' schools surpass the girls'. Some might account for this by saying that female instructors are thus shown to be superior to male; others, that it is far more difficult to teach boys than girls; but we are inclined to believe that boys need an incentive, which the presence of girls alone can furnish. They have more pride of character when in their presence, and the determination not to be surpassed by them affords just the stimulus needed, for unless there be some motive of this kind they are apt to become lawless, indifferent, and lazy. In those cities in which mixed schools prevail, this difference is seldom apparent. Nor is it found that girls are impeded in their progress by the presence of boys, but advance as rapidly as when alone, and we think more thoroughly. We have not often seen a statement so directly in favor of mixed schools as this experience in the New York schools affords. If this is the yearly record, and we do not know why it should not be, the Board of Education should at once change their policy in this particular, and establish mixed schools in place of those now organized.

EFFECTS OF EDUCATION.

We were not a little amused a short time since, at a double-columned editorial in one of our respectable dailies, upon the decline of reproductive vigor that appears in the good old New England stock. It says that each new generation fails to make good the numbers of its predecessor, that "there are more ancestors than heirs, and that young men and women do not expand into fullness and roundness and robustness of manhood and womanhood, but "break down in the middle of the process, and add to the number of physical and mental weaklings with which society is overburdened." Hence, they are unfit or incapacitated for reproduction, and so fear its perils that crime is invoked by which to escape them.

The chief cause of this lamentable condition and diabolical practice, is alleged to be the present "high-pressure system of schooling—falsely called education—which originated in Massachusetts, and extended, first, through the Eastern and then through the Middle and Western States of the Union." By this course it says "We are laying the axe at the root of the race, extinguishing its vitality, and not only preparing it to pass away, but actually witnessing its departure

without even the mental energy to inquire into the causes of its disappearance."

Granting that all this is true, (though we are not prepared to accept it), that the race is degenerating in manhood and physique, and that practices the most revolting have become general, is it a fact that the present system of *school* education is the principal cause of it? If so, it would be far better to banish the schools and allow children to grow up in ignorance, for among the uncultivated and unwashed there is no lack of multiplication. The real point of the article is this: there is an antagonism between education and reproduction; therefore, abolish the means of culture and reproduce.

But without discussing this point we would simply inquire if it is not possible that a rich, highly-seasoned, and stimulating diet has something to do in hastening physical development and making it incomplete? What means this array of condiments, sauces, stimulants, and sweatmeats, that load our tables? Does it not represent so much dyspepsia and debility? Is it not possible that the *two thousand millions* of dollars' worth of liquor used in one year in this country, may have something to do in enfeebling the posterity of those who swallow it, as well as those who drink it? Is it not possible that the mad rush for amusement, requiring late hours, late suppers, sleepless nights, begetting nervous excitement and exhaustion, does a little toward wasting the form and enfeebling the mind of both parent and child, and arresting their development? It is not possible that the inadequate and unhygienic toilette demanded of half the race by fashion, restricting the movements of the body and hindering or preventing the functions of the vital organs, has done much toward making every woman an invalid, and her children sickly and imbecile? Is it not possible that the present notion of pushing children forward into society, having children's parties wherein they imitate their parents in late hours, late suppers, stimulating food, of making and receiving calls, dressed as elaborately and in as injurious a costume as their elders, of filling their imaginations with ideas that are hardly permissible in older heads, of indulging all these stimulating practices, and a flashy and sickly literature, has something to do in making impotent young people, both in body and mind? When children have to inherit all these disadvantages to get into the world, and then are obliged to grow up under so many enfeebling practices, is it to be wondered at that some do break down when they try to obtain something useful in the school? And should school be blamed for what is effected entirely beyond its precincts?

We do not believe the development of a sound body and vigorous mind to be incompatible under proper conditions; and we think that the home is the proper place for those conditions to be made most favorable, both through inheritance and intelligent provision. But so long as they are not, and the law of inheritance remains, and causes produce effects, so long must we expect to see the results of indulgences and follies and sins of the parents, both of body and mind, entailed upon the children. We think that the schools are doing their share to correct these evils, not to promote them. We do not think that they are perfect, nor that

teachers are perfect, but they now furnish one of the grandest forces for the development of the race, in both body and soul, that society has organized. No organization surpasses it in its ameliorating influences and wholesome effects, and we, therefore, bid God-speed to the tens of thousands engaged in this department of education, and trust that the time will come in which it will be understood that education is acquired by every idea, thought, sensation, and action perceived and experienced, not only by those now living, but also by those of preceding generations.

We call attention to the note of the Chairman of the Executive Committee of the Illinois Principals' Association, and speak a word in behalf of the next meeting, to be held at Rockford early in July next. At a future time, we will speak further.

OUR QUERY BOX.

Should teachers influence pupils to continue in school as long as possible?

Certainly. If education is of any value, the more the better. They can do much in this direction. A word of aspiration or hope for a pupil often determines his future career.

As one can accomplish the greatest results with a definite object in view, should pupils be influenced to decide upon and prepare for their future occupation?

So far as possible. No child should be allowed to grow up without some idea of a life-work which he should prepare for. Probably many boys especially become unmanageable for no other reason than that they do not know what they are working for, and girls often become stupid, because no future is before them that appeals to their faculties.

Does the self-reporting system conduce to truthfulness, or otherwise?

It depends wholly upon the teacher. Some can adopt it, and thereby develop truthfulness; others only untruthfulness. Such, at least, is experience. The theory in favor of it is, that one can not become truthful or honest without the opportunity of choice; but he can not have the opportunity of choice without at the same time having the chance to choose the wrong. Hence, some say take away the option, and therefore the temptation to a sinful choice. One's experience is the only safe guide.

Should teachers take any notice of outside talk about school?

If a pupil willfully lies about his school, he should be reprimanded; if he continue, and his parents lend a hand in circulating falsehoods, he should be dismissed, as too immoral to be associated with other children. If the talk be of the teachers, and only such as is common everywhere, idle gossip, one should not come down to its level by giving it attention. Every teacher must be less or more notorious, and should bear it with

becoming meekness. The character and animus of the reports must determine the course to be pursued. Generally they are not worth noticing.

What branch should receive the greatest amount of attention from the Primary to the High School?

Language. It is the medium through which all our knowledge reaches us, and by means of which it is expressed. To read easily and intelligently, to write elegantly and correctly, to speak fluently and concisely, would be a better education than the possession of any amount of mere knowledge. Too much time is given relatively to branches which do not evolve much culture, and which play no important part in the activities of life. From the first day's experience in school to his graduation, the pupil should be daily exercised in the use of correct language. Then as he grows in thought and in knowledge, what power he will gradually acquire in expressing them for any desired purpose.

What advantages have graded over ungraded schools?

Chiefly, economy of labor and money. In the one a teacher can instruct twice as many pupils as in the other, and with greater ease, because of the systematic division of labor. Only half as many teachers are therefore necessary, and they can be paid larger salaries than their friends in ungraded schools. It necessitates fewer school buildings, less apparatus, etc., which also reduces the expense. There is, too, a kind of mental force, which the aggregation of a larger number of pupils generates, that is not perceptible in small ungraded schools. The elaboration of these advantages is unnecessary here.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—At a recent meeting of the Board of Education, the resignation of Miss Maria E. Parry, teacher of the High-school class in the Haven school, was accepted, and Mrs. Ella F. Young, principal of the School of Practice, was transferred to fill the vacancy. Mrs. Caroline S. Wygant, for several years head assistant in the Washington school, succeeds Mrs. Young, while her place is filled by Mrs. Cutter, wife of the principal of the school. There seems to have been some feeling on the subject of the School of Practice, which led to the adoption of the following resolution:

Resolved, That the Committee on Examination of Teachers and the Committee on the Normal Primary School be, and they are hereby, requested to investigate conjointly, and report to this board at its next regular meeting, or as soon thereafter as practicable, what changes, if any, are necessary to be made in the management of the School of Practice to insure the ladies attending said school necessary instruction and a fair and impartial consideration of their qualifications to teach in our public schools, and to promote among the pupils an ambition to attain a higher standing in deportment and greater proficiency in scholarship than now prevails.

At the meeting of the Principals' Association the Superintendent

said that history in the second grade might be continued through the Revolution only, if there was not time to finish the book; the Declaration of Independence and Constitution might be omitted, except so much as was referred to in the text. In arithmetic, the metric system might be omitted, though if any found time, the principle of it might be explained. He remarked that there was a practice among quite a number of teachers which he regretted, though it undoubtedly arose from a desire to avoid anything that would arouse and influence that most sensitive of tribunals—public opinion. It did not always stop to learn the truth nor even to desire it and hence no teacher wished to secure its disapprobation, or to meet its opposition. The practice he referred to was detention of pupils after school. Two classes of pupils are detained—disorderly and dull ones; the former could best be reached by placing them in lower grades if they did not maintain a good scholarship; if they could do so and still have time for disorder, give them additional labor; the latter can be helped by encouragement and by adapting instruction to them, and by constantly calling on the better ones for explanation and illustration. Should some of them wish to remain a little time after school for assistance, it would not be objectionable. He thought that those teachers as a rule succeeded best in the discipline of a school who did not detain them after dismissal. The practice weakened their influence, and if begun there was no end to it.

The question for consideration was that of Declamation, the discussion of which was participated in by several of the principals. The old fashioned way of assigning pieces to a certain portion of a class each month or oftener was not thought best, but that it should be an extension of the reading exercises. Committing selections to memory was approved, but pupils should be able to read them correctly before committing them.

It was decided to discuss at the next meeting the programme of study adopted a year ago, and published in these columns.

NEW YORK.—The average attendance for the year ending December 31, 1870, was 103,822; for the year 1860, 67,505, showing an increase of nearly fifty-four per cent., while the population of the city increased during the same period from 813,669 to 926,341, or only about fourteen per cent. It appears that the boys attending the male Grammar schools are the most regular in attendance, and the pupils of the colored schools most irregular; that there is a greater percentage of absenteeism in the Primary schools than in the primary departments of the Grammar schools. There seems to be ample accommodations for pupils, as the excess of accommodation is about 14,000, allowing 100 cubic feet of space for each Grammar pupil and 80 for each Primary, and this exclusive of the assembly rooms. What would the people of Chicago think of such a state of things in that city? This excess appears in the Grammar and Primary schools, while the primary departments of the Grammar schools are full. The results of the examinations in the various branches show that the girls, although less regular in attendance than the boys, excel them in both scholarship and discipline—a significant fact. Who will now speak of women as “inferior?” Or, do girls subside into

inferiority when they become women and go into society? If so, what shall we say of society? Music seems to be a semi-failure. There is no graded course, and though a number of professional musicians are employed, they do not seem to be able to bring about a success in this department—a good argument for a systematic course. Let Boston and Chicago give a lesson or two in this line. 287 boys and girls were expelled from the schools as incorrigible—where will they go? Will they unite with the 446 sent from the Chicago schools for misconduct, and form banditti against whom society must soon arm itself for defense? Has the community no power of prevention against such probabilities? Is there no limit to the “inalienable right” of the American citizen? The number of teachers employed, including teachers of evening and corporate schools, was 2,683, of whom 363 are males, and the rest, 3,320, females. The average number of pupils per teacher was about 32 in the Grammar and 44 in the Primary schools. It is evident that the efficiency of the schools suffers greatly from a lack of sufficient authority to control the pupils. The attempt to appear well at the expense of excellency is thus stated by Mr. Sands: “The drill, and marching and counter-marching, and the ready answers of a few bright boys and girls, give a dramatic effect that is calculated to mislead, and often does mislead. The intellectual soil of our schools is very thin, and the intellectual machinery very limited.” “Tricks of the trade” seem to have their place in New York as elsewhere, but how often a teacher gains an enviable reputation by them! ’Tis not every one that can distinguish between them and genuine excellence.

BOSTON.—*The Museum of Fine Arts.*—The interests of this institution are receiving the attention of gentlemen of means as well as culture, and the speedy success of the enterprise seems secure. The city of Boston offers as a site, St. James Park, upon which lately stood the Coliseum. Fourteen plans for the building have been called out by the offer of \$200 for each of the six best designs. From these six which have already been selected, the building committee will choose the one best adapted to the wants of the Museum. It is proposed to erect one wing of the contemplated building as soon as \$300,000 have been subscribed. Private collections of rare value have already been tendered to the trustees in addition to that of Cardinal Tosti, presented to the Public Library by Mr. Appleton, the choice collections of pictures, marbles, casts, mediæval armor now at the Atheneum, and the engravings at Harvard College. It will be seen that the Museum will open with a nucleus of art treasures of great value, and that the fact of the existence of such a place for collection and exhibition, will stimulate the liberality of those able to contribute. Nor is it intended that the institution shall be merely a gallery of exhibition. Schools of instruction in the various industrial arts will be opened, free to all. A meeting in the interests of the Museum was held in Music Hall on the evening of Feb. 3, at which Mayor Gaston presided, and addresses were made by Hon. Wm. Gray, Hon. E. R. Mudge, R. W. Emerson, Rev. E. E. Hale, and Rev. Phillips Brooks, and a resolution passed that a committee of fifty be appointed to procure the necessary funds. It was stated that \$130,000 had already been sub-

scribed by the trustees and a few of their friends. The Board of Trustees was incorporated by the Legislature of 1870, with the privilege of holding property to the value of \$1,000,000. Harvard College elects three, the Boston Atheneum three, and the Institute of Technology three, annually. Twelve gentlemen were named in the charter, while the Mayor, Supt. of Public Schools, Secretary of the State Board of Education, and one or two others are members of the Board *ex-officio*.

ILLINOIS.—There has been considerable talk and some feeling (there must always be some fire where there is much smoke), on the subject of abolishing the office of county superintendent, but the committee on education recently reported in favor of continuing the office. The State Superintendent is in favor of its continuance. We do not see how it could be spared, though there are some superintendents who are not thorough enough, and some counties which cannot afford to support an officer to look after their educational interests. There seems to be quite a feeling in favor of some kind of a law requiring a minimum of attendance at school; we hope some such law will be enacted and that the minimum will be high enough to avail something to those attending school. At this writing it is impossible to give the features of the bill relating to the State Reform school, but we trust that juvenile vagrancy will be made culpable, the penalty of which, if not corrected, shall be attendance at the State schools or the one most convenient of access. What mean the hundreds, and in some places the thousands, of youth roaming the streets with nothing to do? They should do something somewhere. Would it not be a good idea for the Legislature to give the State Superintendent authority to appoint an institute lecturer or conductor who shall arrange with county superintendents to hold county institutes at such times as will enable him to attend many of them? Would not teachers be more willing to attend institutes, finding that it would be the business of some one to instruct and help them? It seems to us that this State might well afford such an officer and that the benefit would greatly exceed the cost.

GALESBURG.—A pleasant event occurred a short time since that it is a pleasure to record. Supt. Roberts has engrafted himself into the hearts of the people, and the fruition of his amicable relations was evidenced by a surprise made him and his excellent wife upon the fiftieth anniversary of their marriage. Fifteen years before, he was married in this place, and has long been connected with the schools, and by his ability and worth has won a place in the affections of the people. So should it always be. The teacher and pastor should be equally influential in the household, and be co-laborers for the highest development of the race. Mr. Roberts and lady receive the congratulations of their friends elsewhere also.

ILLINOIS SCHOOL PRINCIPALS' SOCIETY.—I would like through the pages of your journal to call attention to the next meeting of the Illinois School Principals' Society, to be held at Rockford on the 5th, 6th, and 7th of July next.

This organization is designed for the special benefit, as its name suggests, of school principals. The practical details of school manage-

ment in the various departments of graded schools are fully and thoroughly discussed by the ablest men we can find, and it is the intention of the Executive Committee to have the whole routine of study of a graded course, ranging from the chart lessons of the primary to the diploma of the high school graduate, presented and developed by men of large experience and careful observation.

It may seem almost superfluous to urge principals to attend and encourage such meetings, and yet I feel like dropping a word.

Fellow-teachers, we need the stimulus afforded by such social contact and mutual consultation as these occasions afford. We owe it as a duty to ourselves, to our pupils, and our patrons, to avail ourselves of all these opportunities for gleanings for our often-waning energies. Teaching, of all things, ought not to become a monotonous routine of hum-drum, and teachers, of all men, need to guard against "getting into a rut." We are intending to arrange, and have already nearly completed, a programme, which will present such a series of good things as must commend it to the favorable consideration of all "*live teachers*."

Rockford, the place of the next meeting, is scarcely excelled in beauty by any of our eastern or western cities. Its citizens are well known for their appreciation of all those matters that tend to elevate and refine, and we may be assured of a cordial welcome. The details of the programme, as also a statement of the accommodations secured from the railroads, will be published in good time.

Shall we not have a full and enthusiastic meeting next summer?

E. C. SMITH,

Chairman Executive Committee.

EFFINGHAM COUNTY.—Teachers' Institute met at Effingham on Monday, February 6. Although the attendance was not very large, yet a general enthusiasm pervaded the whole proceedings. The interest displayed showed that the common school cause was receiving much attention in this part of the State. The exercises were as follows: arithmetic by T. S. Griffith; geography by Miss Gilbert; reading by J. T. Barlow; penmanship by J. H. Gillespie; grammar by E. O. Noble; and history and orthography by Owen Scott. President Edwards lectured on Wednesday and Thursday evenings; Rev. H. Sears on Tuesday evening. The exercises on Monday evening consisted of an address by Owen Scott, followed by remarks by other teachers and friends of education.

H.

NORTH CAROLINA.—The Legislature has reduced the salary of State Superintendent to \$50, and allows no clerk hire. The old North State seems anxious to retain the former glory of having a larger number unable to write or read than any other state. In 1860 she had 80,000 persons unable to read the sign boards at the cross roads. In view of the cost of grubbing out those old institutions with battle-axes and plowing the soil with cannon balls, no wonder that Mr. Hoar has introduced a bill into Congress to provide a system of schools for each state neglecting or refusing to make suitable provision for the same. May the bill soon become a law, and those relics of barbarism go down before the school-master and spelling book until the whole land shall shout "*Laus Deo*."

MASSACHUSETTS.—*Worcester School for Industrial Drawing.*—The State of Massachusetts last winter enacted a law which requires all cities and large towns to furnish free instruction in industrial drawing. The city of Worcester has perhaps made the best beginning. Upon opening the class, more than two hundred made application, and one hundred and forty-five were admitted. The lessons are an hour and a half long, and are given semi-weekly by Prof. Gladwin, Prof. Alden, of the Free Institute, and Mr. Higgins, Superintendent of the Washburn Machine Shop, with some assistants. The following statistics show most clearly that there is a desire on the part of many to avail themselves of the advantages of such a class:

As has been stated, the class numbered at the outset 145; 136 men and 9 women. They were organized alphabetically, in two divisions of 73 and 72. In respect to age, there were one over 60, two between 50 and 60, four between 40 and 50, twenty-eight between 30 and 40, sixty-one between 20 and 30, and forty-nine under 20.

In respect of occupation, there were of machinists, 42; carpenters, 26; pattern-makers, 7; teachers, 9; masons, 3; farmers, boot and shoe makers, clerks and architects, 4 each; organ builders, book-keepers, painters, armorers, and engravers, 2 each; insurance agents, civil engineers, reed makers, engineers, upholsterers, moulders, wire-drawers, black-smiths, 1 each; miscellaneous, 24.

More than half of the class walk two miles to get the lessons, and more than two thirds of them are usually in their seats half an hour before the time for beginning. Only five of them have ever been in a drawing class before, though voluntary classes have been held in the city for many years.

ANDOVER.—*Samuel H. Taylor, LL. D.*—Thousands of educated men, west as well as east, are pained to learn of the sudden death of Dr. Taylor, better known as "Uncle Sam," for 33 years Principal of Phillips Academy, Andover. In apparent health on Saturday, he fell from a stroke of apoplexy, as he entered the chapel to hear his Bible Class on Sabbath morning, Jan. 29, and died in less than thirty minutes. The funeral services were held in the chapel of the new Academy building, and were attended by a large assemblage of present and former pupils of the Academy, the theological professors and students, and other friends. The address was delivered by Prof. Edwards A. Park, of the Theological school, who gave a most interesting sketch of his useful life, and paid a touching tribute to his memory. He narrated that Dr. Taylor loved the Greek verb and had personal interest in Greek syntax. An offense against the grammar of the Latin language was to him a personal offense. He went forth like a hero with the New Testament in his hand through the falling snow, and held it there until nearly the moment when saw its author face to face.

Dr. Taylor was born of Scotch ancestry in Derry, N. H., Oct. 3, 1807. His early life was spent upon a farm, and was nearly twenty before he entered upon his studies at Pinkerton Academy. After two years spent in this institution and at Atkinson Academy, he entered the Sophomore class of Dartmouth College, and graduated in 1832. After

a brief tutorship there, he commenced his labors as principal of the Phillips Academy. Our country has hardly seen his equal as classical teacher or as a disciplinarian.

The following schedule of salaries of superintendents of several of the cities in this State will be read with interest:

<i>Cities.</i>	<i>Population.</i>	<i>Superintendent.</i>	<i>Salary.</i>
Boston.....	250,000	J. D. Philbrick.....	\$4,500
Worcester.....	41,000	A. P. Marble.....	2,500
Lowell.....	41,000	Charles Morrill.....	2,000
Cambridge.....	40,000	E. B. Hale.....	3,000
Lawrence.....	29,000	G. E. Hood.....	2,500
Charlestown.....	28,000	B. F. Tweed.....	2,500
Springfield.....	27,000	E. A. Hubbard.....	3,000
Fall River.....	27,000	M. W. Tewksbury.....	1,800
Salem.....	24,000	J. Kimball.....	2,500
New Bedford.....	21,500	H. F. Harrington.....	2,000
Taunton.....	18,500	W. W. Waterman.....	1,750

The following towns have no superintendent: Lynn, Chelsea, Haverhill, and Newburyport. In a former number, we gave the salaries of Boston teachers.

PENNSYLVANIA.—We have received the pamphlet report of the Lancaster County Teachers' Institute, containing fifty-six pages, much of which is closely printed. It shows enterprise, and a somewhat careful inspection of its columns convinces us that the meeting must have been unusually interesting. Besides the papers on general educational subjects, there was a great deal of the most practical work done—the illustration of methods, and lessons in the common branches. Drawing deservedly received some attention. Nearly five hundred teachers were present.

GEORGIA.—The Superintendent of Savannah has kindly forwarded us his report for the last school year. The population of the city is 35,000, nearly half of which is colored. There are in public and private schools about 2,400 white children, out of 3,200 between the ages of six and eighteen years. There are in school about 900 colored children, out of 2,400 between the ages of six and eighteen years. The schools are divided into primary, intermediate, grammar, and high. Separate high schools are established for boys and girls. A very commendable union between the public and the Catholic schools has been effected. It was agreed that only Catholics should be elected as teachers of the schools composed of Catholic children, and no books should be introduced inimical to the Catholic religion. It was also agreed that religion was not to be taught during the hours for school work. The result of this union has begotten peace and unity where there would otherwise have been discord and division. The public fund is thus kept intact, and all receive benefit therefrom. . . . The schools seem to have made great progress during the last two years. Thirty-five teachers are employed.

Record of attendance for January, 1871 :

LOCALITY.	No. Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Ave. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	SUPERINTENDENTS.
Chicago, Ill.....	30,792	19	28,651	27,595	96.0	8,361	-----	J. L. Pickard.
Cincinnati, O.....	26,047	20	22,114	21,178	95.8	11,957	-----	John Hancock.
Peoria, Ill.....	2,369	24	2,215	2,101	94.8	293	911	J. E. Dow.
Racine, Wis.....	1,565	20	1,503	1,466	93.8	217	735	G. S. Albee.
Decatur, Ill.....	1,707	20	1,514	1,435	94.7	277	675	E. A. Gastman.
Janesville, Wis.....	1,473	20	1,130	1,002	94.0	420	-----	W. D. Parker.
East Aurora, Ill.....	1,448	20	1,341	1,253	93.9	178	475	W. B. Powell.
West and South Rockford, Ill., }	1,195	19	1,118	1,069	95.5	454	423	J. H. Blodgett and O. F. Barbour.
Alton, Ill.....	1,045	14	983	950	96.0	333	-----	E. A. Haight.
Kankakee, Ill.....	883	17	771	712	92.3	326	222	A. E. Rowell.
Litchfield, Ill.....	965	22	602	637	96.2	37	108	B. F. Hedges.
Cedar Rapids, Iowa.....	754	20	718	654	91.2	200	-----	James E. Harlan.
Ottumwa, Iowa.....	734	20	633	585	93.3	360	103	L. M. Hastings.
La Salle, Ill.....	687	21	608	571	93.5	270	200	W. D. Hall.
Goshen, Ind.....	601	19	632	575	91.0	167	327	D. D. Luke.
Peru, Ind.....	637	--	484	460	96.2	97	457	D. E. Hunter.
Princeton, Ill.....	584	15	555	535	96.4	80	301	C. P. Snow.
Cairo, Ill.....	549	21	515	486	94.4	62	216	H. S. English.
Vinton, Iowa.....	513	-----	511	490	94.7	212	-----	J. W. Akers.
Clinton, Ill.....	543	20	482	456	94.0	19	285	S. M. Heslet.
Faribault, Minn.....	540	20	503	478	95.0	190	251	W. R. Edwards.
Pana, Ill.....	539	22	445	413	93.0	159	103	J. H. Woodull.
Dixon, Ill.....	536	20	486	428	88.0	369	79	E. C. Smith.
Shelbyville, Ill.....	446	20	412	353	86.0	349	70	J. Hobbs.
Sterling, Ill. 2d Ward..	407	20	379	300	96.0	107	102	H. P. French.
Normal, Ill.....	385	20	360	350	95.6	71	230	Aaron Gove.
Mason City, Ill.....	384	20	347	333	96.0	9	195	F. C. Garbutt.
North Belvidere, Ill.....	324	22	306	279	91.0	99	106	H. J. Sherrill.
Henry, Ill.....	330	14	313	302	96.6	116	206	J. S. McClung.
Carthage, Ill.....	319	20	283	267	94.3	174	70	J. M. Wilson.
Buda, Ill.....	206	22	187	173	92.4	-----	-----	D. B. Butler.
Yates City, Ill.....	180	20	154	145	94.0	72	46	A. C. Bloomer.
Maroa, Ill.....	179	22	171	160	94.0	179	51	E. Philbrook.
Oak Park, Ill.....	107	19	103	100	97.0	22	52	W. Wilkie.

ILLINOIS NORMAL.

AARON GOVE, NORMAL EDITOR.

The school has been giving time lately to discussions on methods, etc. The criticisms prepared by the seniors, and read before the school, afford the basis for this work. This is an important part of true professional training. Some student will hereafter find himself traveling many miles to attend an institute, and will profit, too, by the visit; now the combined power of many institutes can be used at once.

A hundred experienced teachers are among the students; when to these is added the ablest corps of school teachers in the country, general exercises on school affairs can be of such character as to be of special value. It is noticed that those who have taught most are most interested in this work; this is perhaps reasonable, but not complimentary to the younger pupils. In distant parts of the State much time and money are spent for even the tenth part of opportunities in this direction that Normal students now have. We assure these young

people that if these privileges are not employed, months hence, in their school-rooms they will learn much by bitter experience that may be pleasantly acquired now.

The Legislative Committee on public institutions, of which Hon. E. R. Roe is Chairman, visited Normal on February 7. This is the first time a "working party" from the legislature has been to the school. These gentlemen faithfully visited, noted, and watched the whole day. If anything is wrong about our school, we shall be sure to hear of it. Such a committee do credit to our State; men that do the work appointed them to do. The Educational Committee are expected, but not till our paper has gone to press.

It is not often that one can hear, from old or young, so strong and smooth a debate as that in the Philadelphian Hall on the occasion of the High School programme. The Models took the evening. Messrs. James and Hayden covered themselves with glory, while Messrs. Hall and Johnston ably seconded their principals. The debate of that evening can not be easily forgotten. If the drama was not so artistically performed, it served a purpose of pleasing the friends. Professor McCormick lectured to the Wroughtonian Society on the evening of the 28th. The Society returned him a unanimous vote of thanks. Miss Wright, as an author and reader, made her successful debut in the Wroughtonian Society in January. The "New Declaration" was pleasant, if not popular; while the sparkle of its delivery affected all, even to the reverend critic. The solo of Miss Ida Cook was marred by a cold, but even with that, all were pleased to be "By the Sad Sea Waves."

At the Philadelphian Society, on the 21st of January, L. A. Chase appeared, and made one of his stirring speeches. It is to Mr. Chase more than to any other one man that the Society owes its beautiful hall. It was during his administration, and through his effort, that the room was renovated. Wherever one meets him, he is sure to find the same warm-hearted, loyal Philadelphian. Mr. Chase is now Vice-President and business manager of the Bryant & Stratton Institute, Chicago.

Duff Haynie of '70 recently took the first prize at Harvard for reading.

A professor was recently heard to say vehemently to his class, speaking of pronunciation, "There's no dad in Bagdad." "Poor town without dads, but a good place for Susan B. & Co.," was thought.

Professor Cook has worked in institute at LeRoy, McLean County, and at Shelbyville, during the past month. President Edwards lectured at Morris January 13, Springfield February 1, Effingham February 8 and 9, and to the Institute, at Springfield, on February 11. Dr. Sewell lectured at Centralia January 27, and at Litchfield February 10. Professor Hewett lectured at Heyworth, Hennepin, and Danvers during February. Professor Pillsbury has sold all his real estate in Normal. Bloomington will probably be his future residence.

From Mississippi State Normal, we learn that Miss Maggie Hunter, of Normal class '70, is Preceptress, and is doing her work in a manner that entitles her to rank with the best and most successful of teachers.

The Seniors are taking observations on the neighboring schools. They have rigidly scanned the model, and are now at work in Normal Public Schools. After receiving professional visits from these ladies and gentlemen, we can say that their schools next year will certainly have earnest and enthusiastic teachers.

The call on Normal for trained and able teachers was never so great as now. Many places are open for first-class Normal teachers. Second and third rate material is plenty.

The U. S. Government furnishes Princeton College with specimens of every kind of small arms used in the service. We have a museum, the most valuable west of the Alleghanies, and will thank Uncle Sam, through our congressmen, to look this way.

During this term Prof. Tenney is to be away, delivering courses of scientific lectures in Illinois, where he has lectured for two or three winters past. In the vacation we were at a town where lectured twice last term, and we heard his lecture highly spoken of, as interesting and instructive. This College Personal occurs in the *College Courant*: "Prof. Sanborn Tenney, of Williams College, Mass., has sent to Mr. E. A. Gastman, of Decatur, Ill., a box of valuable specimens in natural history, which will be placed in the museum of the High school."—*Vidette*.

During the meeting of the association at Decatur, the venerable ex-State Superintendent, N. W. Edwards, related that when he was in office, great amounts of money were offered to him by various publishing houses for his recommendation of text-books. Under the law, they could well afford to do it. He accepted one offer only; that of \$1,000 from Merriam & Co., for recommending Webster's Dictionary. This \$1,000 he passed to the State Normal University then just organized, and took the treasurer's receipt which he now holds. That \$1,000 was given for an apparatus fund, and was at once expended for the purpose.

BOOK TABLE.

First Six Books of Virgil's Æneid, with Explanatory Notes and Vocabulary. By THOMAS CHASE. ELDRIDGE & BROTHER, Philadelphia. W. B. KEEN & Co., Chicago. Price, \$1.25.

The text of this edition is the same as that containing the entire poem, published by this house. The only difference is the omission of the last six books and an insertion of a vocabulary. This arrangement may save a few dollars to those who will read nothing beyond Virgil, but will not be so valuable to them as the use of a complete lexicon, since the study of etymology is of quite as much importance as the translation and construction. The notes are concise and excellent, and refer to several Latin grammars. The Metrical Index, Notes on Classical Versification, and Index of Proper Names, add to the value of the book. The style of publication is neat, convenient, and economical. We commend it to our classical friends generally.

Eclectic Series of Geography. By A. VON STEINWEHR and D. G. BRINTON. WILSON, HINKLE, & CO., Cincinnati.

This series consists of three books—a Primary, an Intermediate, and a School Geography. Among the commendable points in them, we notice: 1st, a uniform order and treatment of topics presented; 2d, the facts collated; 3d, excellence of its maps; 4th, the change of type, by which the attention is at once called to the topic of each statement; 5th, the mechanical execution, which is better than that of any other school book we have yet seen. The publishers deserve special credit for their admirable work. While we see so many things to commend, there are some defects, which are also apparent. In the Primary, there are quite a number of definitions of the divisions of land and water, states of society, government, etc., that are not in their true place in a primary work. It is evidently intended that classes beginning the book should have considerable oral instruction on the subject. It seems yet to be a question in the minds of many, as to what a class beginning this study should first be taught, and in most books the old order is still followed. We believe that mathematical geography should not be presented very early in the course. Some definitions are a little faulty—that of a continent, circle, etc. It says a circle is a plane figure, etc., and then speaks of circles as drawn around the earth. It says that the parallels are small circles passing around the earth, etc.; that the polar circles are parallels drawn $23\frac{1}{2}$ degrees from the poles; that a number of great and small circles are imagined to be drawn upon the earth's surface, and still asserts that a great circle divides the earth into two equal parts called *hemispheres*, etc.—an indiscriminate use of the term circle. The highest of the series, or School Geography, is a good book, the best of the series.

Shorter Course of English Grammar. By SIMON KERL, A. M., Author of a "Comprehensive Grammar of the English Language," "Composition and Rhetoric," etc. IVISON, BLAKEMAN, TAYLOR & CO., New York and Chicago.

The author calls this work a revision of his Elementary Grammar, and designs it to occupy an intermediate position between his Common School and First Lessons. There is little resemblance however to his former works, save in false syntax. The first part, or "Oral Course," is well presented, containing numerous examples and exercises for illustration and drill. In his "Text Course," he aims to combine etymology, syntax, and punctuation. Like its predecessor, it contains considerable false syntax, much of it being the same. We doubt whether his arrangement is best, whether his treatment of the noun and pronoun is sufficiently explicit, though sufficiently long, for the grade of the book; and whether there are examples enough for practice after the syntax of each part of speech to fix the analysis and construction of the sentence in the mind of the pupil by practice. To our notion, it is the best book on grammar the author has written.

From ELDRIDGE & BROTHER, Philadelphia, we have SALLUST's *Catilina et Jugurtha*. This work is in the same style, etc., as the previous volumes of Chase & Stuart's series of classics. No other commendation of the excellence of the mechanical execution of this book is needed than the statement that it is worthy of its predecessors. The large, open type, the size of the volume, the explanatory notes, and the lexicon, are strong recommendations of this edition of SALLUST.

From the same publishers we have Dr. HART's *Manual of Composition and Rhetoric*. Our objection to this book is its fulness. It does not seem to us that this work can be used to so good advantage in the public school as a work which embraces less. For reference, or for use in the higher schools, the work, by its systematic arrangement and fulness in details, is well adapted. H.

From ROOT & CADY we have some excellent music books: *The Prize*, by GEO. F. ROOT, an appropriately-named collection of Sunday-school music. We notice in this book some decided improvements upon former publications. We commend especially the author's attempt to furnish music for the Sunday-school, which shall be pure and elevating in sentiment, and not mere jingle and repetition of meaningless phrases. H.

The Palm is a collection of sacred music for choirs, singing-schools, and conventions, by C. M. WYMAN. We notice in this book several chapters on the Elements of music, a collection of glees and choruses, one for Sunday-school and social worship, one each of anthems, sentences, chants, and familiar congregational tunes. Some of the selections are very fine. H.

The Pacific Glee Book is a collection of secular music, consisting of part songs, solos and choruses, glees and operatic pieces. Edited by F. W. ROOT and JAMES R. MURRAY. This book has all the elements of popularity with musicians, and deserves their favor. H.

The North American Review (JAMES R. OSGOOD) for this quarter is uniformly good. "The Aborigines of Nova Scotia," by Dr. William Elder; "The Government and the Railroad Corporations," by Charles Francis Adams; "Mining Schools in the United States;" ex-Secretary Cox's article on "Civil Service Reform;" "Prussia and Germany;" "Modern Architecture;" and a paper on Pope, by James Russell Lowell, are the articles of this number. That on "Civil Service Reform" will probably attract most attention at this juncture. The reviews, though brief, are excellent. \$6 per year.

Journal of Speculative Philosophy. This number, the last of Vol. IV, contains the following: The Finite and the Infinite, The Meditations of Descartes (Sixth), and Hegel on the Philosophy of Plato. In Vol. V the editor expects to publish, besides other valuable matter, a complete translation of Hegel's Exposition of the Philosophy of Aristotle: Contributions to Philosophy (by the editor); Fichte's Destination of Man; Translations of Hegel's Phenomenology, Philosophy of Nature, and Psychology; and Karl Rosenkranz's System of Pedagogics. Edited and published by WM. T. HARRIS, St. Louis. \$2 a year.

The Eclectic (E. R. PELTON, N. Y.) contains the cream of English literature, and is a delight to all who would read the best articles, and yet have neither time to read nor means to furnish themselves with the English magazines. Froude's paper "On Progress" in the February number is alone worth the price of the magazine. Monthly, at \$5 a year.

The Nation is a weekly journal of literature and news. It has no equal among the weeklies of the day. Independent, high-toned, critical, just, and conscientious, it speaks its convictions without fear or favor. Neither party, nor power, nor money affects its character. It is doing the country inestimable service. Published by E. L. GODKIN & Co., New York, at \$5 a year.

Every Saturday (J. R. OSGOOD & Co., Boston.) is an illustrated weekly, full of news and illustrations, and now containing a serial by Madame George Sand, which is as well received as her former novels. Its views on political matters are unprejudiced and independent. The variety and excellence of its illustrations are worthy of notice. \$5 a year.

The Phrenological Journal (S. R. WELLS, N. Y.) contains, among others, the following articles: "What Can I Do Best?" "The Christian Church," with portraits and sketches; "Temperament;" "The Evils of Chignons;" and Physical Culture." It would be better for us, as a people, if we observed the laws of health and physical development more than we do. \$3 a year.

The Publishers will send again to those who have not received them, the January or February numbers, upon notification. Those who find a number written with pencil upon their copy are thus notified that their subscription has expired. A renewal is always in order.

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PROFESSIONAL DRAWBACKS IN TEACHING.

REV. F. S. JEWELL, PH. D., ALBANY, N. Y.

No. 4.—Intellectual Drawbacks.

Among the disadvantages or drawbacks, peculiar to the profession of teaching, the most marked are those which affect the intellectual condition of the teacher. They can not but be regarded as of the most serious character. A profession may task and try the intellect to its utmost, and yet in such a way as to add to its activity, its vigor, its resolution. In such a case, the only evil to be feared is that of exhaustion or destruction of power, from excess of effort. On the other hand, the tendencies of the labor imposed on the intellect may be to restrict, depress, or stagnate its powers. In such case, the mind suffers for want of scope and development; it practically perishes through suppression of growth. This is the evil against which the teacher has need to be upon his guard.

That this is the tendency of teaching, at least in its more common walks, may be seen by looking in detail at the causes which operate towards that end. First, let it be noted that the teacher is restricted, in his range of intellectual effort in the school-room, to simple rudiments. The status and capacity of the mind on which he has to work compel him to confine his thoughts to the little things, and to move forward only by slow degrees and short reaches. His effort must be, not to struggle forward and upward to the grander and more invigorating heights of truth, but to hold himself back, and keep himself down to the level and within the reach of minds hardly yet upon the threshold of science. The tendency of this, when long continued, to dull the ambition and belittle the understanding, must be evident.

Again, the teacher has to deal, in the main, with an immature, unreasoning, and dependent class of minds. This robs him of the sharpening influence of criticism and conflict. It drifts him into a line and habit of sheer dogmatism. As his simple dicta must suffice for his immediate charge, he at length comes to regard it as enough for his adult associates. He ends by even relying upon it wholly for himself. This is, as a matter of course, the end of any habit of judicious investigation and rational judgment; than which hardly anything can be more vicious in its influence on the understanding. How vicious—and beyond the individual teacher—may be seen from the fact that to this are due the crude, partial, unreasoned, extreme, and antagonistic views with which the subject of education is everywhere vexed and embarrassed.

Beyond this, the demand of the school-room upon the teacher for a dispersed attention and temporary memory, is perpetually demoralizing in its influence on the intellect. The necessity of habits of close concentration and fixed retention, to the best advancement in knowledge, and the highest development of intellectual power, is too well known to need discussion. Yet, in its varied and ever-shifting demands, the school-work trains the teacher, most persistently, to the very opposite. Not concentration of thought, but dispersion—"scatteration," as it has been humorously termed—is the law; to retain things only so long as is needed, and then drop them from thought, to make way for the next. How evil is the influence of this, may be seen from noticing how few teachers, contrary to what might be expected of the intellectual character of their calling, can be found pursuing systematically and with success a thorough course of outside study. The fact is, to continue long a teacher, is to destroy the scholar.

Hardly less injurious is the influence of so much text-book teaching, as is common in the schools. The pupil must, for various reasons, not all of them creditable to our teaching, have a text-book. As the pupil follows the text-book, so, forsooth, must the teacher. Both the study and the recitation must be rounded in by the circuit of the text-book. The text-book comes, thus, to take the place of all original thinking in the school. It actually, as most commonly used, represses thought. It does this the more vigorously, as it is itself thorough and exhaustive. It is easy to see, then, how detrimental to intellectual growth and power, this text-book slavery must be.

Lastly, among these intellectual drawbacks, must be named the routine monotony, which is generally characteristic of the school round. Of course, without an order, nothing will be sure of being done. Unless

that order be fixed, it will not long remain any order at all. And this order, carried on from day to day, runs almost inevitably into a monotonous routine, which reduces everything to an automatic lifelessness that ends in sheer mental stagnation. Multitudes of teachers are yearly settling more and more into this state of stagnation, to the destruction of both their teaching and themselves; and what is worse, with no seeming counter resolution or reluctance.

Now, that influences so adverse to the proper development of the teacher, and the elevation of his calling to its just place in public estimation, demand systematic and vigorous correction, does not need to be argued here. The necessity and duty of the teacher is evident on the very face of things. But what he can and ought to do, may justly claim a somewhat explicit notice.

First, then, let him consider what he owes to himself as a *man*—as endowed with *mind*. Let him assiduously protect, build up, and improve his own mind. He will be the better teacher, just as he is the more a cultivated man.

Or, to speak more definitely, prepare for every school exercise beforehand. Study the lesson; analyze and re-arrange the subject matter; set it before your own mind, as you propose to set it before the class; seek for outside matter that will add interest to the exercise; tabulate all your material; teach from your tables—not from the book. In short—think; keep thinking; do nothing without thinking.

Again, study how to vary your order and your methods, so as to break up monotony, and secure life and freshness, just as carefully as you study to secure a good order and the best methods. A just variety in the school exercises is as necessary to the development of your own mind, as it is to the mind of the child. Hence, keep out of every rut.

Carry on some branch of study outside of the school. Not a course of studies; that will generally be too much. Do not take one of the school studies; you want a change. Select something interesting (some branch of natural science, history, literature, the useful or the fine arts); you will hardly keep it up unless it is interesting.

Aside from such study, or in place of it, if you lack health and strength, give especial attention to proper reading. Take and read carefully some first-class weekly newspaper, and one of the best monthly magazines. As to the latter you can't go amiss, and ought to be ashamed of your own insensibility to the blessings of the age, to go without Harper's, the Atlantic, Scribner's, the Galaxy—it is hard to tell where to stop in 'this' age of matchless periodicals. Read such; you need to

keep up with the age; you are not half a man, half a woman, if you make no effort to do so. As to being a teacher, heaven save us from all teachers who have no fund, no growing fund of general information! They are dry enough to assuage a spring freshet, or create a passage through the Red Sea, by their power of absorption. Beyond reading for general information, read for the sake of culture. Read the choicest works of the best authors, thoroughly. If you will even commit to memory the finer sayings or passages, it will more than pay you.

Lastly, make it also a study to obtain a recognized place in society. You need to know something of men and things by actual association, by direct contact. You need the stimulus of having a work to do; at least an influence to exert, outside of the contracted sphere of the school-room. Do not, however, take whatever comes as the needed society. Choose only what is good; select the best society you can find; that which will be the most beneficial in its influence on your own mind and manners. And do not wait for it to come to you. Good society will never come to the school-room after you; in fact, not much of any society at all. You must seek it out, and by your intelligence and courtesy, command its recognition of your claims to be something more than the mere teacher. Society, in general, knows only the man or the woman.

CAUSES OF FAILURE IN TEACHING.

GEORGE HOWLAND.

Success in teaching is not, in its elements, so different from that in other employments as many seem to believe. First of all, the want of which must ensure failure, in a greater or less degree, is a cheerful heartiness in the work.

By this is not meant that the teacher must come into the world with an inborn consciousness of his mission, with the irresistible cry of hungering childhood beating upon the tympanum of his sympathetic soul, any more than that the chair in which he sits should begin to get its legs, while yet in the bud, when, in fact, it might have made a fair show, perhaps, in a picture-frame, or a blacking-brush. Nor is it necessary that he should have made his choice without a severe and painful struggle; but, having made it, that he should take it as the work of his choice, and render it, at least, that reasonable devotion, to which the object of one's choice is ever entitled.

One would hardly expect to stand at the head of his business or profession, who, accepting a clerkship, should merely submit to his enforced attendance at the counting-room or office during the hours of business, waiting for the moment when he might follow his vagrant thoughts elsewhere, with an impatience second only to that with which he waited for his weekly or monthly stipend. Yet how often do persons haul up at the school-room, as a sort of dry dock for temporary repairs to their battered and dismantled pocket-books, with perhaps a chance for observations before launching out for a more desired port; sometimes even berating the situation as unworthy of such craft as their's, without any movement, however, to set their barnacled bottoms afloat prematurely.

A second cause of failure, of a different kind from the former, though sometimes its companion, is an undue sense of the dignity of the position. Seating himself on the highest pinnacle of his little authority, and surrounding himself with a guard of frigid formalities, he issues his mandates to his little trembling and shrinking subjects, who need rather to feel the warm grasp of a strong, tender hand, to lead them over the hard places, or to have a cheering voice calling to them to come up in the sunshine, where it is warmer and pleasanter. But most children do not readily submit to the freezing process, and contrive, by various little modes of friction, to create a warmth, sometimes making it too hot to hold his sublime port.

And it is not unreasonable to suppose, as another cause, that a morbid conscientiousness often works to the injury, if not the failure of teachers. They have been so often enjoined to bear in mind that they are dealing with immortal beings, that they seem verily to be looking, every minute, for airy wings to sprout from the shoulders of the lumpiest little clod committed to their charge. They forget that "one star differeth from another star in glory," and are weighed down with their burden of despair, because they do not see the same twinkle of interest and intelligence in every pair of peepers before them, and often dim what little brightness there is, and thereby bring a deeper shadow over their own earnest spirits by prolonged hours of weary effort, when both teacher and pupil should have been drinking in new joy and strength from the sunlight, or the more genial light of loved and pleasant faces.

Another most fruitful cause of failure, resulting in a variety of ways, too numerous to be named, is an underestimate and neglect of personal influence. They seem to look upon the throbbing, shapeless mass of aggregate life around them, as a kind of anomaly in nature, unlike any thing found outside of the school-room. They can not see that it is made

up of distinct individuals, each complete in itself, and identical in species with the little units, the objects of so much hope and tender solicitude in their own homes, or that of their acquaintances, with every variety of inherited and acquired disposition and impulse, from every variety of discipline and culture. And so, arranging every thing according to this theory, "in such a logical way," they jog complacently along in the old ruts, wholly unaware of a screw loose here, or a strain there, never so much as dreaming that their "masterpiece" can "break down," till some early day they are suddenly waked up by "something decidedly like a spill," to find that their system and their authority are "all in a heap or mound—as if they had been to the mill and ground."

And a few—heaven help them!—fail because human aid is entirely inadequate to do them any service.

WHAT OF THE FUTURE?

When any wonderful display of greatness is shown by any people, the cause of that greatness is generally expressed in these words, "The schoolmaster has been among them." On all hands the admission is made, that he generates power by generating thought and by improving mind, and utilizes this power by making it obedient to the dictates of right and reason. Without the latter, the former would be dangerous. But we are more concerned with the admission of the great service of the teacher to society and the state, and that their destinies are in his keeping.

It is his province, therefore, to educate public opinion; to instill into his pupils' minds those principles which should form their rule of action through life, and to direct their sympathies to higher and purer ideas that broaden, strengthen, and refine the character, and beget healthy and manly sentiment. Surely this is a compliment that no other class has ever received, and should encourage all to higher personal attainments, and to higher aims in their educational labor.

But in one respect it is to be feared that teachers are not laying a sure foundation for the future. There seems to be a growing restiveness under restraint on the part of children, that is sympathized with by parents, until it is almost impossible to secure obedience, unless it be made pleasant for the children. A number of years ago, the Board of Education of New York reported the following:

"Of all the dangers which threaten the future of our country, none, not even the fetid tide of official corruption, is so fearful as the gradual decrease in our habit

of obedience. This is a result of the inalienable right of liberty which we enjoy so fully, and is shown in the impaired force of parental influence, a greater disregard of the rights and comforts of others, and an increasing tendency to evade or defy the authority of the law. Young America is now exuberant in its independence; but the greatest blessing it can have is to be saved from itself, and to be taught that liberty, rising above, destroys its victims; untempered by humanity, is merely selfishness; and unregulated by law, becomes anarchy. This discipline is the work of education, and can only be accomplished by its broadest and most thorough operation."

The evil here complained of has not abated, but rather increased, and the fear then expressed is to-day more to be felt than hitherto.

Now, if it be admitted that the ability to correct existing evils be lodged with the schoolmaster, and they still increase in extent and enormity, are teachers doing their duty? If the greatness of a people be attributed to them, shall not the feebleness and error also? If they are so strong to beget public sentiment in one direction, are they not in another? These must be answered in the affirmative. But it is a fact that there is less willingness to submit to authority now than hitherto: is the schoolmaster then at fault? It would seem so in a measure. He has been too blind. He has feared to have an opinion, either because he was not capable of an independent one, or because he feared he might become unpopular; hence the public have taken counsel of their prejudices and the caprices of their children, and now the authority of the teacher is a matter of ridicule: he is unsustained by the sentiment of his patrons: they seem to force him into an attitude of hostility to them, and of course they carry their point. This ought not so to be. Teachers should be superior in culture and in character to others, and by their superiority instruct the public, even the press, which for most part is their enemy, to nobler and truer thoughts.

It is lamentably true that there is no other condition of childhood that so darkens the future as that of disobedience. If they will not obey authority that is present and visible, how can they yield obedience to a principle, or the higher law, written in their consciences, and that is invisible? How can they learn to obey an abstract principle of ethics, if they have not first become obedient to parental, school, and civil authority? If this responsibility rests upon the shoulders of teachers, we fear they are not doing their utmost to avert impending calamity by themselves becoming stronger and educating the public. According to the admission first stated, the future is in their hands. They should then meet it, at least, lead in the great work of reform that is to save us from anarchy.

R.

"The right is the supreme good, and includes all other good. In seeking and adhering to it, we secure our true and only happiness."

THE PARENT.

It is strange, but true, that the party most deeply interested in the workings of our school system, the party that is responsible for the crowded condition of our city schools, is seldom mentioned in educational journals, and never thought of in the institutes and other assemblies of teachers. We allude to the parent. We do not promise a methodical treatment of this subject—which comprises the better portion of the human family—but a few hints of the relation of the parent to the teacher, and the course it is advisable for the latter to pursue. As the pioneers in the gold region contented themselves with surface washings, and a little dust extorted from a panful of earth, leaving the thorough working of the mines to machinery and capital, so we shall resign the elaboration of this extensive theme to thought and erudition.

Both parent and teacher frequently make the same mistake that is usually committed respecting labor and capital, viz: that their interests are antagonistic. It is too often true, that the teacher seeks to oppose rather than to conciliate the pet plans and prejudices of the parent, and quite as often it seems to be the dearest wish of the parent to throw every obstacle in the way of the teacher. How suicidal and short-sighted such a course is in either case, it is well to know, but useless to tell.

To the teacher, the co-operation of the parent is invaluable. It is well, then, in difficult cases, to have an interview with the parent, to learn with what manner of man or woman we have to deal. Generally, it is sufficient to see one only of the two; but let the one seen be the master-spirit; for it is in the family, as in logic and geometry—the greater includes the less. “By their fruits ye shall know them,” is gospel; so it is never necessary to call in the parents of well-behaved children, or of those given to honorable mischief and frolic. But the teacher should not neglect to see the parents of the children whose adjectives of description would not look well on paper; and especially the father, in families into which the mother conceals the faults of the children from the legal head.

Parents of bad children may be good and judicious people; but they are generally either vicious or weak. A single interview and a good understanding with the judicious parent generally settle all past and prevent future trouble; and with respect to parents whose influence on their children's morals is bad, it is well for the teacher to know them. The teacher is steering through the prejudice, ignorance, passion, and pervers-

ity of a small colony, and it is essential for him to know the exact location of every bend, snag, rock, and sand-bar.

In all interviews with parents, it is well for the teacher to remember that parents have an unbounded affection for their children, whatever may be the complexion, or character, or conduct of the latter. This affection ought to be respected, because it is policy to do so, and because it is a benign provision of nature. Young teachers are apt to deride the overweening love of parents for their children; they forget how foolish their parents were over them, and know not how supremely ridiculous they will be with their own offspring. And teachers should know that progenitors love their young partly for their virtues, but principally for such faults as are the repetition of their own failings. The great Fowler boasts that his children have the same awkward tricks of limb that he possesses; and to see their own homely features reproduced, is very delightful to parents' hearts, however hard it may be on the little ones. It is so, too, with flaws in character. Hence, the teacher should make the most of the good qualities of his child to the parent and touch upon the real difficulty very lightly, and full co-operation will be secured.

The parent does not love impartial justice in the teacher, however much he may protest his regard for even-handed measures. The teacher that is equally favorable to all his pupils is considered by the people of his district to be as cold, as distant, and as blind as the goddess with the scales, whom he is trying to represent. Everybody must believe that you think just a little more of his hopeful than you do of anybody else's, before you become enthusiastically popular in your district. The teacher who expects to satisfy by genuine, thorough teaching, alone, is as much mistaken in his course as would be the phrenologist who should give the exact value of all our bad bumps, or the trade-drummer who should acknowledge the merits of a rival house. This is not humbug, but tact in teaching. For want of this tact some of the best teachers have unfortunately failed, and with this tact, with the ability to make parents and pupils have a good opinion of themselves, some of the most worthless have succeeded. A teacher may carry his classes through their studies, making them believe that he knows everything, and that they know everything, and yet do no more teaching than the school-room clock; for "going through the book" is no more teaching than riding on the railroad. is surveying the land over which we travel.

A good way of dealing with the parent is to throw upon his shoulders the entire responsibility of his child's conduct in school and out. The sooner we become teachers in the sense of instructors, and cease to

be reformers of criminals, or punishers of childish iniquity, the sooner shall we bring our profession to its true dignity and respectability. In a barber-shop, lately, a bright little fellow screamed when the operator brought the shears near his head, declaring that he "wasn't going to let a barber-shop cut his hair." The barber lifted him off the chair, and called "next," with the remark that he had no time to pacify children while the shop was so full, telling the attendant to take the child to his papa. This he did, though the little chap was "beating him out of thirty-five cents." A teacher, under similar circumstances, would feel in duty bound to apply familiar arguments, till the boy should agree to be shorn by "a barber-shop." May we not learn a lesson from the barber? When a little fellow declines our good offices, why not tell him to go to his papa, and then call next?

A queer parent is the one who insists upon your whipping his child, saying: "Bate him, sir, and I'll pray for you." The answer to all such should be the same that Wellington sent to the troublesome Frenchman; for the man who is most cruel to his child, is the most unreasonable and furious when that child suffers the least unkindness at the hands of another. This parent would be dangerous were he not always a coward. People can scarcely forgive those who hurt their children accidentally, much less those who give them pain intentionally. Their theories of school government make them overlook a great deal; but there is, far in, a feeling of jealousy which no theory can remove. The lyceum decides that the intellect is more potent than our emotional nature; but in the face of this grand decision we know that the parent takes more delight in the inarticulate jabberings of his infant, than he would derive from the finest effort of the most eloquent orator. Feeling beats reason ten to one.

A very foolish parent is the one who ignores his child's faults, and says: "Well, I don't know what kind of a teacher you are, but it is impossible that Mary could have done anything wrong." He is to be pitied; his folly will work out its own punishment. An astute parent is the one who complains that you are advancing his little daughter very rapidly, while the girl's twin brother, whose promotion is of much greater moment, is cruelly kept back by you in a very low class. This man should be put in the hands of the Sorosis.

The parent who received hard knocks in his school-boy days is your natural, or rather your educated, enemy. He has formed his generic idea of a teacher in the "*deestric school*," or in the school of Mr. Paddy Burns, and will not measure our live teachers by any other standard. He is, at least, consistent in his enmity; he hates teachers, for he owes little to the schoolmaster.

The parent who sends complaints to the newspapers, or writes abusive editorials, is easily identified. He rakes and scrapes up every little school scandal that happens from Maine to the Lower Missouri Bottoms, picks up every childish rumor, exaggerates and poisons it, as a boy inflates a bladder, or as a butcher blows up a lean mutton. And why? The poor man failed in some pedagogical enterprise, and can never forgive the profession that refused to admit him within its pale.

The tax-paying parent is quite a personage. In our younger days we foolishly supposed that the bulk of taxes in this city was paid by the shrewd old codgers who bought real estate in the city's early days at the rate of a pair of boots per acre, and who have since become wealthy because they could not get their boots back when they wished to sell out. But we find this a mistake; for the taxes of Chicago appear to be paid by the parents of a few disorderly boys.

The official parent is an express package, marked glass, and must be handled with care. The wealthy parent looks down upon the starveling teacher, and communicates the same feeling to his children; while the under-paid, semi-professional parent envies the teacher his salary and, as far as lies in his power, makes him earn his money. The parent who knew your mother's people in the old country, and wants the rules suspended in consideration thereof, is hard to manage. And it is a pity that you can not say to the parent whose child over-worked himself in preparing for examination in the tenth grade: "Much learning hath made thee mad."

And generally the more teachers learn of the character and circumstances of the parent, the more charity they will exercise towards the children. Troublesome, and mischievous, and thoughtless, and perverse as the little fellows are, the wonder is that they are not worse. It is a good sign that, in a place where policemen, with revolver and club, can, with difficulty, keep the old folks straight, the young folks are marched in and out by the thousand, and kept busy and orderly with few harsh words and fewer blows. This is a better omen than a flight of birds over the Roman forum, or a display of celestial pyrotechnics in the atmosphere of templed Greece, or the miracle of a luminous cross in a Christian land. May we not believe that to make succeeding generations of teachers and pupils exceed their predecessors in worldly usefulness, mental activity, and reasoning piety is the sublime plan of

THE PARENT?

"All reform must come by pain,
Proportioned, may be, to the change."

GOVERNMENT.—No. 2.

That the difficulties attending school discipline are really very great, and not usually overestimated, is fully attested by the fact that it not unfrequently happens that scholarship of the highest order, combined with instructive ability of rare excellence, is completely neutralized by a total or even partial deficiency in governing power; that it not less frequently happens that the causes which occasionally bring the public schools of this and other communities into popular disesteem, have their origin in the imprudent governmental measures adopted, it may be, by only a single teacher. Another illustration of the point in consideration may be found in the extreme bitterness of the personal animosities frequently engendered by hasty, incautious, impolitic acts of discipline, conscientiously adopted, in many instances, by those who possess many of the most essential characteristics of successful teachers.

He who purposes to construct a system of government, or frame a code of laws, should first thoroughly inform himself respecting the intellectual, physical, and moral condition, tendencies, and peculiarities of the beings for whom he intends to legislate. He should carefully study their wants, in order to ascertain the means by which, in the given circumstances and conditions, those wants may be best satisfied. To proceed with little or no knowledge of the nature of the beings to be governed would, probably, lead to the absurdity of requiring what would be impossible in many cases, and equally superfluous in as many more. Legislation for society, by legislators wholly or even partially ignorant of its present condition, would be as likely to injure as to improve, to degrade as to elevate. To prescribe rules for the government of those of whose general tendencies and individual peculiarities teachers know nothing, or almost nothing, would, in many cases, not only fail to produce desirable results, but also rouse into violent opposition those very elements whose action it is the business of the teacher to restrain, if not suppress.

Teachers often fail to secure the highest, best, and most rational form or mode of government by not presenting to pupils, even young pupils, sufficient motives for the cheerful performance of what is required of them. Children, it is true, are, to a great extent, creatures of impulse. It is true their actions often seem as destitute of choice and predetermination as do those of irrational animals. But because we can not perceive and weigh the forces which impel children to do or not to do, to act or to refrain from acting, we may not justly conclude that no such impelling forces exist, and operate upon their minds as upon the minds of adults.

Young pupils are, probably, not always conscious of a motive by which they are induced to violate the regulations of the school; but the teacher, by careful and intelligent observation, may become aware of the existence of many incentives to wrong conduct, and may, doubtless, in many instances, do much to counteract the legitimate influences of such motives, and perhaps supplant them altogether by motives of an opposite character, so powerful as to lead the pupil to a prompt compliance with all the rational demands of good government. However chimerical this may seem to some persons, I am fully persuaded that both teachers and parents may spend a portion of their time in many a less profitable way than in an earnest and sincere study of the motives which determine the actions of children. Nowhere more surely than in the school-room will an ounce of prevention be found to be worth a pound of cure. An intelligent and persevering study of motives will, undoubtedly, lead to the discovery of this precious ounce, and to its judicious application in effecting the needed cure.

There is an attribute common to all children of sound and vigorous mind and body, not, indeed, peculiar to children, for it seems to pertain also to the young of most of the higher animals, which should be made the subject of earnest thought by every teacher. I refer to activity, or restlessness, as it is often called. Nothing is more characteristic of healthy, vigorous childhood and youth than almost ceaseless activity during the hours not devoted to sleep. The occasion of this universal activity in the early period of animal existence is, perhaps, sufficiently obvious. The demand for it is peremptory and can not be resisted except at the peril of mental and physical health and growth. It must be regarded by the teacher as constitutional, and never be ascribed to malice, and seldom to love of mischief.

The question now arises, Is this natural and irrepressible activity compatible with the order indispensable to mental labor and progress? May it not be said, in reply, that it is the only condition on which labor and progress can exist at all? There must be restraint; but there must also be direction and regulation by the teacher. In school government, then, seek not to suppress the energies of the young, but rather to direct them into proper and useful channels by a judicious adaptation of exercises, mental and physical, to their wants.

E. C. D.

THE study of literature nourishes youth, entertains old age, adorns prosperity, solaces adversity; is delightful at home and unobtrusive abroad.

OUR QUERY BOX.

When would you place the spelling book in the hands of pupils?

Never. In the first years of a child's school life, he will find enough work to do to learn to spell and use the words of his readers. This is necessary to a good understanding of the text books that follow later in his course. To learn to spell words that convey no idea, and that can not be used, is like committing the whole of grammar with no study of language. When additional books are given to him, he will surely find enough to do to master and make his own the words found in them all. When found in sentences, words convey some idea to the pupil, which he can readily retain; when alone, none whatever, unless they have been seen or heard in sentences, or they have been taught their signification. We believe much labor and time are lost by the use of the spelling book.

How would you teach spelling?

During, or in connection with each recitation, spell a number of words that are new, or have a signification not before noticed. For a spelling exercise, assign such a portion of a reading or other lesson as you deem best, and have the words written at the dictation of the teacher or some pupil; then require each word to be used correctly in a sentence. As the order of the letters of a word must become familiar, and as repetition to the eye and ear begets this familiarity, have your pupils spell both orally and by writing. It is an excellent practice to select some pupil each day to pronounce the words for the class, as it secures clear and strong enunciation. Of course no one pupil should do this twice till each member of the class has had an opportunity. In the younger classes no word should be omitted that is in the reader or other book used; the pupils should write most of the words on their slates at least once, and be required to use them correctly in sentences. Each child should be able to write words, at dictation, as soon as he is half through the first reader. Pursue the same course with each reader, as far as necessary to secure correct spelling and use. As other text books are introduced, have all words, not found in the readers, spelled as before. After taking up the second reader, call the attention of the children to derivations; give them a few roots; show them how derivatives are formed, and have them do a little of it daily. It is needless to say that a few years' training of this kind, from their entrance into school, would greatly enrich their speech, add to their intelligence, and secure most happy expression, in addition to correct orthography. Hence, we say, never put a spelling book into the hands of your pupils.

When and how should children learn to write?

When they *first* enter school, have them print. After they have acquired some proficiency in this, give them lessons in writing, using no loop letters at first. It will not be a great while before they can write many of the easy words of their reading lessons. Gradually introduce the more difficult letters, taking care to see that each one is formed cor-

rectly. Unless they are shown the movement for each letter, they will astonish you by their ingenuity in inventing the most unlooked-for movements. By the time they have read half of the first reader, they will be able to write any of the words they read. It is a good plan to have the capital and small letters constantly on the board for reference. They should not use pen and ink till they have become perfectly familiar with the script form, and have copied all their first and second readers. We have found it very serviceable to rule their slates with parallel lines, and require them to fill the space with the small letters. This begets evenness and uniformity, which soon settles into a fixed habit.

How many pupils should a teacher instruct, or have charge of, at one time?

Custom varies. In cities, they each are required to govern and teach from forty to seventy. We believe that twenty-five to thirty-five should be the maximum number. A school is most valuable to a community when its pupils are taught individually. To lose the individual in the class is to do great damage to many, if not most pupils. A teacher should have no more children to instruct than he can understand and reach personally in his instruction and government; no more than he can daily vitalize with his intellectual, moral, and magnetic power. If he has more than this, his work becomes mechanical, and he soon merely turns the crank.

Arc all pupils who are members of a school on the last day of a month (and not to be dropped on account of absence of three or five days, as directed,) to be reckoned as members on the first day of the next month, whether present or absent?

Yes.

How determine the average number belonging for the month?

Divide the total number of days due the school, by those whose names are on the record, by the number of days in the month.

EDITOR'S DEPARTMENT.

It needs but a casual glance to perceive the progress that has been made in education during the past few years. Within the memory of the younger teachers methods of instruction have become more natural, and the spirit of school management has grown more liberal. Teachers mingle more with people in other occupations and in society, and identify themselves more than ever before with the great movements of the age. They are fast making teaching a profession, an occupation in which it may be considered honorable to spend one's life. More enter it with the expectation of remaining through life in its vineyard than ever before. The standard of qualification for admittance to its brotherhood is rising, and the demand for the most highly educated and most skillful teachers is daily becoming more imperative. The establishment of

normal schools in every part of the country is but the expressed will of the people for teachers who can develop and train the minds and hearts of their children, and nobly are these schools doing the work. It is with no little pleasure that we anticipate a time in which every child will be trained by parents who have been educated normally, that is, naturally and correctly, and by teachers who have most liberal culture, who have great skill in perceiving and meeting the wants of each pupil, and who are the friends and counselors of the parents. Nor do we deem this idea Utopian. Pastors are looked upon as friends, as spiritual guides, and their power in the households of their parishioners is almost unbounded. Why should not the teacher, in his sphere, be as great? The time will come, we think, when the pastor and the teacher will be more nearly equal in their influence in the homes of their patrons. There is great encouragement in this view of our profession, and we trust all will be stimulated to higher qualifications in mind and heart, and to continual advancement in knowledge and nobility of character. In this way we may add to the movement, and hasten the arrival of our ideal of the teacher's life. To liberate our faculties and to secure their obedience, is education. How to do these should be our constant study, if we would take part in the educational movements of our day. The watchword is "Onward."

"The strength of a compulsory law rests in its popularity. If there be a strong feeling against it, even though it be cherished by a small minority, it could not, or at least would not, be enforced. If popular, there is no need of such a law, as the desired result would be secured without the enactment. In no case, therefore, is such a law advisable."

This is the style of argument now used against the movement to require a minimum attendance at school, by its opponents, and by some who have no definite position either as friends or foes. They seem to think that this argument, in some of its modifications, is unanswerable. Nor do they perceive that it is as applicable to any other proposed law as to this one. Once admit the truth of this logic, and we might dispense with all legislative bodies, all executive offices; in short, of all law and government, for public opinion would take sufficient care of all social and civil affairs. There are few laws on our statute book that meet with universal sanction. Are they, therefore, a dead letter? Are they not enforced? There is no act of Congress, or of a legislature, that is not opposed by a respectable minority. Shall we therefore conclude that it is not to be enforced? Have no laws been enforced that meet opposition by a large part of the body politic? Have not some laws been enforced that were obnoxious to the great majority of the people? It is absurd to exalt public opinion to so great a degree. Grant it the power indicated above, and there would be only anarchy; mob law would prevail, and justice and the higher law would soon be unknown. It will not do to trust our most valuable interests to the caprice of public opinion.

In this country, where legislators are of the people, it would be impossible to enact a law that can not be enforced; feeling responsible for the laws that our representatives frame, we would obey them, however unwise, till their lawful repeal.

If the opponents of the measure are driven to this style of logic for the support of their views, we think they must be in a desperate condition. It should need no other argument than they here furnish to influence legislation in favor of compulsory education, or as it might, perhaps, be more appropriately termed, a law for the prevention of ignorance.

We are glad to see the position taken by the Board of Education of this city on the qualification of candidates for admission to the normal department of the high school. Heretofore graduates from the grammar schools could be admitted upon passing an examination in the studies of their course, and hence almost the entire time of the normal students was occupied in learning the branches of study as found in text-books. Such a course is purely academic, and not normal in any sense of that term. Now, by requiring candidates to pass examination in the studies of the first year of the high-school course, and by continuing the course two years, graduates will have some opportunity to acquire both theory and practice of teaching. The school may now become, to some extent, a professional school. Another good feature is the semi-annual admission of classes to this department in August and December, and also the semi-annual graduation of pupils. Another good point will be gained: Applicants will now average one year more in age, and graduate more serviceable in every respect. It is a step in the right direction. Ought not normal schools to follow the example?

The recent action of the Board in raising the standard for granting certificates, is most commendable. It is hoped that it will result not only in securing teachers of considerable culture, but experience as well. Other things being equal, the experienced teacher is always to be preferred. However capable a person may be, he cannot teach so well the first two years as thereafter, unless the profession has been entered upon to serve some other object, and the work has become mere routine. Such should be a secondary choice. The highest results will never be attained till broad culture and permanence are secured in teachers. It is thought that this action of the Board will have a tendency to secure both of these.

There has been some talk in the Legislature of abolishing the office of County Superintendent, but we believe it has been decided that it shall remain. This is a wise decision, for no one else could give the time and labor to the schools that they need. There should be a uniform standard in the county of granting certificates; there should be some one to attend to delinquent school officers, public money, etc., etc. The good of the educational interests in each county demands such an officer. But another question has intruded itself upon the Committee: How shall the County Superintendents be elected? They are now elected by the people. Should it be taken from them, and given to the school officers of the county, or to the supervisors? There are objections to the present mode of election, but on the whole, it seems to be about as good as any other.

If given to the school officers of the county, directors or trustees, or both, they would probably take more interest in the office and see to it that the Superintendent does his duty; they would all form his acquaintance, and be sure to have him visit their district at least once a year. Other advantages might also arise from this measure. But to give it to the supervisors would degrade the office to one of political commerce, and the Superintendent would be inclined to visit them more than the schools, and to become a party to any political game they might wish to play. If taken from the people, give it to the school officers.

It is hinted that the Board of Education in this city have determined to reduce the salaries of the principals of the district schools and the male teachers of the high school. It is thought that the Common Council also share this feeling, and think that these teachers are saving too much money out of their salaries. It seems incredible to us that there can be any truth in this statement. If we compare the salaries paid principals in this city with those paid in Boston and New York, we find them several hundred dollars less, while the labor and responsibility are far greater. They have for most part chosen teaching as a life-work, and already labored many years in it. Their work is as valuable and as permanent as that of any other class of laborers. They should be paid enough to enable them to spend time and money in self-culture, and have a little margin left for sickness or old age. We see no reason why they should not receive as much compensation as judges or as city officials. There being no perquisites to the position, and kept from business enterprises by the confinement and isolation of their work, they have nothing but the naked salary for their present and future support. It requires greater ability and education than that of most of the city offices, while the salary is already only about half as much, and to reduce it to a still lower figure, seems most inconsistent and unjust. We know it is argued that the places of the principals could be filled immediately at half the present salary, but this only argues poor selection on the part of the Board; and for them to take the initiative, not only admits the truth of this inference, but demeans the position. Besides, it is barely possible that the places of the city officials could be filled at a slight reduction from their present salaries, if it would be easy to fill those of the principals. But it is poor economy to employ cheap, and hence transient, teachers, for the child's mind can very easily be ruined by an inexperienced teacher. If there is any position that should have the greatest ability and skill, it is that of a director of the minds of children. We can not think that the Board will adopt a policy which will cause the principals to become transient, entering the work only as a stepping-stone to something else, and staying no longer than necessary to prepare them for their real work. Such a policy would be ruinous to the highest welfare of the children. Besides, it is impossible to support a family decently at a lower salary, without spending a good deal of strength at other work which, to a less or greater degree, would injure and cheapen the regular labor. If the policy of reduction be adopted it will necessitate additional labor on the part of principals to meet necessary expenses, and thus greatly deteriorate their school

work. It is admitted that their work is as valuable to the community, that it tends as much to elevation of mind and character, and to the stability of our republican institutions, as that of clergymen. If we compare the salaries of the latter in this city with those of the principals of the schools, and then remember that it requires about as much preparation, and as much constant study, to fill one position as the other, it will be seen at once that even now the principals are laboring under great disadvantage. It cannot be that the Board seriously contemplate a reduction of salaries.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—Mr. F. S. Heywood, for about ten years principal of the Ogden school, resigned his position the last of February, to engage in real estate business. He leaves with the good wishes of all for his prosperity in body, mind, and pocket. He is succeeded by Mr. George W. Heath, of Racine, Wis.

At a recent meeting of the Board, the following resolution was adopted:

Resolved, That all candidates for position as teachers in the public schools of this city be examined upon reading, orthography, arithmetic, grammar, geography, philosophy, history, English literature, algebra, geometry, physical geography, science of government, music, and elements of natural sciences, and in no instance shall any such candidate receive a certificate to teach unless he possesses a knowledge of the foregoing studies at least equal to that required of the senior normal class upon graduation.

It seems that some candidates who had failed to pass an examination on first trial, presented themselves several times afterward within a short space of time. To meet such cases the Board amended the rule relating to examination of teachers, so as to read as follows: "No candidates shall be examined more than twice in any one year; nor at a less interval than three months between such examinations." Examinations are held the third Friday of each month. It has been determined to raise the standard for admission into the normal school, and hereafter candidates will be examined upon the studies of the grammar school and the first year of the high school. A class will be admitted twice a year, in August and December, and also graduate twice a year. The action of the Board, looking toward the re-examination of grammar teachers, has called forth various comment and feeling. It is thought by many who ought to know, that, if the resolution be adopted, it will prove greatly injurious to that department, and in but few instances prove a benefit. The resolution was referred to the committee on examination of teachers, and will probably be acted on at the next meeting. We trust that it will not be adopted.

At the last meeting of the Principals' Association, resolutions of regret and good-will were passed respecting the resignation of Mr. Heywood. He has made hosts of friends during his long connection with

the Ogden school, and his signal prosperity is hoped for by them all. The programme of studies, as published in these columns a year since, was discussed, and adopted for practice one year, the committee being instructed to insert writing and drawing in the first grade. The report of the committee on language reported a syllabus for the ten grades of the district schools, which was laid over for consideration at the next meeting. After its adoption, we hope to give a complete text of it. This Association is doing good work for the schools, and is a source of profit to the individual members. If still greater interest could be aroused, and every question that arises should receive the considerate attention of every member, there would be no limit to the benefit of these meetings.

BOSTON.—Boston now employs four head-masters at a salary of \$4,000 each; one head-master at a salary of \$3,500; forty-one masters at \$3,000; thirty-nine sub-masters at \$2,400; nine ushers at \$1,700; four high school assistants at \$1,000; thirty-three masters' assistants at \$900; sixty head assistants at \$800; four hundred and twenty grammar school assistants at \$700; and three hundred and twenty-five primary teachers at \$700. Also, special teachers in music, modern languages, sewing, military drill, and vocal gymnastics.

CINCINNATI.—The Board, in its recent report, speaks of the employment of inexperienced teachers, as follows: "The old plan of allowing beginners to obtain experience by experimenting, by cutting and trying, should cease. We must require, henceforth, a theoretical and practical knowledge of the science and art of teaching from every teacher before appointment." If followed, they will employ few but normal graduates.

NEW YORK.—It seems that the schools suffer somewhat from inefficient teachers, which fact causes Assistant Superintendent Calkins to remark, as follows: "It is exceedingly gratifying to find so large a number of the teachers earnest in their work, and eager to learn how it may be done in the best manner. The classes taught by these teachers seldom fail to make commendable progress. In the ability and skill of teachers, there are very wide differences, and the progress of their pupils differs correspondingly. Were it possible to have all teachers properly trained for their duties before they are allowed to undertake the responsible work of teaching, and none but those who have given evidence of success while under training ever employed, the efficiency of our schools would soon become ten-fold greater than it is at present." To give candidates for the position of teachers an opportunity to obtain this training, a normal college has been established, which is expected soon to effect a favorable change in the system.

ILLINOIS.—In another column will be found some of the sections of the proposed new school law (which we regret to say did not reach us till our last number was printed, and hence had to be postponed till this issue), now in the hands of the Committee on Education in the Legislature. It provides for township organization, and aims to arrest the great evil of non-attendance. We give the sections in full, together with other matter that the State Superintendent has kindly forwarded.

It seems that a man calling himself A. B. Israel, has been imposing on school directors, by selling them outline maps that are out of date and of inferior grade. We believe he is the same man who was obliged to leave Ohio for following this nefarious business, and has more recently been traveling in Missouri. He now comes to this State to prosecute his trade. Let all teachers and directors beware of him. If they need outline maps, purchase them of responsible men.

SHELBYVILLE.--We had a very successful institute here, commencing on the 6th ult. One hundred and five teachers were in attendance. Prof. J. W. Cook, of Normal, gave instruction in geography, school management, reading, and arithmetic; Prof. Hobbs, of this place, in grammar and phonics; Mr. Buchanan, in grammar; Miss M. M. Denning gave an interesting and instructive exercise in primary reading. The teachers were entertained free of charge. Dr. Bement, the Orientalist, lectured one evening on "Egypt, and the Origin of Education." The institute was in every way a success. The usual resolutions were passed. One hour on Thursday was spent in examining the various rooms, etc., of the new, elegant, and commodious school building of our city, in whose hall the exercises were conducted. The house is from a design by Mr. Randall, and does credit to him. It was built by parties in our city. It was occupied by the school January 30th, and contains 690 sittings.

J. H.

SPRINGFIELD.—The schools are this year doing excellent work. Especial interest has, of late, been manifested by the teachers in their institute, which holds monthly sessions. A committee is appointed to prepare a programme for each meeting. Of course a little friendly rivalry springs up between committees, which gives zest to the institute. Addresses have been delivered by Supt. Olcott of Jacksonville, by President Edwards, and by Dr. Bateman.

IROQUOIS COUNTY.—An institute will be held at Onarga during the week, beginning March 27. A large attendance is expected. Arrangements have been made for an interesting and profitable season.

DU PAGE COUNTY.—Supt. Richmond informs us of an institute to be held at Hinsdale the 29th, 30th, and 31st of March. A programme has been arranged, so that each hour will be profitably employed. Lecturers have been engaged for the evenings.

IOWA.—This State has met with severe losses in five school buildings. Fort Dodge, a house worth \$45,000; Grinnell, one worth \$20,000, and Waterloo, one worth \$28,000. . . . Waverly is about to erect a fine school-house worth \$30,000. . . . Webster city bids \$75,000 for the North Normal school to be established by the Principals' and Superintendents' Association. . . . J. Valentine, of Grinnell, and Moses Ingals, of Muscatine, have been appointed agents on the part of the State Teachers' Association, to attend and conduct institutes. . . . Rev. George Thatcher, of Waterloo, has been chosen President of the State University. . . . The Iowa Central railroad passes all members of the Superintendents' and Principals' Association at half price.

WISCONSIN.—The State Superintendent reports 412,481 children of school age, between four and twenty years of age, about 295,000 of whom attend some school, public or private, during some portion of the year, leaving about 117,000, or nearly one-third, not accounted for. Of these some do not attend because too young, and others because they have begun the business of their lives before they are beyond school age. There must still be a large number who do not attend school. The number of graded schools is rapidly increasing, there being at this time 332 in the State. Were the township system generally adopted, they would increase much more rapidly. There are 42 school-houses, worth \$10,000 and upwards. There are two normal schools in operation, one at Platteville, the other at Whitewater; the former graduated fifteen pupils last July, its second class, and the latter six, its first class. The Superintendent urges the admission of ladies to the benefits of the University. Alex. Kerr, for several years Superintendent of schools at Beloit, has accepted the call to the chair of Greek, in the University.

MISCELLANEOUS.—The salary of Supt. W. E. Crosby, of Davenport, Iowa, is now \$2,500....Prof. Payne, of Adrian, Mich., has in preparation *Chapters on School Management*, and *Chapters on the Philosophy of Education*....Prof. Corson, of Cornell University, has in press a new work on *Anglo-Saxon*....Prof. D. B. Hagar, of the Salem (Mass.) Normal school, has in press a *Series of Arithmetics*, and Prof. L. B. Munroe, teacher of elocution in the Boston schools, a *Series of Readers*, both of which are to be published by Cowperthwaite & Co. We may expect them soon....Michigan University has at last found a president in the person of Dr. Angell, of Vermont....Dr. John S. Hart, so widely known by his "In the School Room," has resigned his position as principal of the New Jersey (Trenton) Normal. A more lucrative and less confining labor has been offered him....Dr. Thos. A. Burrows, President of the Pennsylvania Agricultural College, and late editor of the *School Journal*, died on the 25th ult. He had been seriously ill for some weeks, and seemed to be slowly recovering, but death overtook him....Dr. Sears, the General Agent of the Peabody Fund, has paid \$110,000 for Southern schools during the last year. The fund, \$2,000,000, yields an income of about \$120,000....In Indiana there are 300,000 children of school age that do not attend school.

We give below a list of the twenty most populous cities of the United States, with their population as stated in the returns of the last census. Teachers will find it of service in teaching geography:

No.	Cities.	Population.	No.	Cities.	Population.
1.	New York,.....	922,531	11.	Buffalo,.....	117,715
2.	Philadelphia,.....	674,022	12.	Washington,.....	109,204
3.	Brooklyn,.....	396,300	13.	Newark,.....	105,078
4.	St. Louis,.....	310,864	14.	Louisville,.....	100,753
5.	Chicago,.....	298,983	15.	Cleveland,.....	92,846
6.	Baltimore,.....	267,354	16.	Pittsburg,.....	86,255
7.	Boston,.....	250,526	17.	Jersey City,.....	81,744
8.	Cincinnati,.....	216,239	18.	Detroit,.....	79,580
9.	New Orleans,.....	191,322	19.	Milwaukee,.....	71,499
10.	San Francisco,.....	149,482	20.	Albany,.....	69,422

REPORT OF ATTENDANCE FOR FEBRUARY.

As we go to press early in the month, it is quite necessary that our friends be as prompt as possible in forwarding their reports. Nearly every month some are received too late for insertion. If any need blanks for reporting, please call on us for them.

LOCALITY.	No. Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Ave. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	SUPERINTENDENTS.
Chicago, Ill.,.....	30,652	19	28,817	27,744	96.3	6,378	-----	J. L. Pickard.
Cincinnati, O.,.....	26,605	20	21,926	20,927	95.2	10,396	-----	John Hancock.
Indianapolis, Ind.,.....	5,182	19	4,750	4,423	93.2	787	1,831	A. C. Shortridge.
Dubuque, Iowa,.....	2,756	20	2,058	2,388	89.1	-----	-----	Thos. Hardie, Sec'y.
Terre Haute, Ind.,.....	2,317	20	2,176	2,084	95.7	588	910	Wm. H. Wiley.
Peoria, Ill.,.....	2,286	19	2,155	2,057	95.4	203	1,042	J. E. Dow.
Racine, Wis.,.....	1,902	20	1,540	1,403	94.0	141	772	G. S. Albee.
Galesburg, Ill.,.....	1,609	20	1,535	1,486	93.8	445	447	J. B. Roberts.
Janesville, Wis.,.....	1,609	20	1,190	1,130	95.0	393	-----	W. D. Parker.
Aurora, Ill.,.....	1,423	20	1,346	1,237	91.9	136	471	W. B. Powell.
Ottawa, Ill.,.....	1,402	19	-----	-----	96.4	113	749	T. H. Clark.
West and South } Rockford, Ill., {	1,173	20	1,129	1,042	92.0	335	237	{ J. H. Blodgett and O. F. Barbour.
Alton, Ill.,.....	1,059	20	990	928	93.8	344	-----	E. A. Haight.
Kankakee, Ill.,.....	833	19	727	676	93.0	288	205	A. E. Rowell.
Cedar Rapids, Iowa,.....	738	20	690	646	92.5	94	-----	James E. Harlan.
Lawrenceburg, Ind.,.....	720	-----	616	605	95.1	167	-----	-----
Goshen, Ind.,.....	704	20	650	539	91.0	325	204	D. D. Luke.
Ottumwa, Iowa,.....	704	20	540	502	93.0	277	128	L. M. Hastings.
Greencastle, Ind.,.....	680	-----	610	560	94.0	75	-----	-----
Greensburg, Ind.,.....	683	-----	530	502	94.7	90	-----	-----
La Salle, Ill.,.....	673	20	602	573	95.2	169	225	W. D. Hall.
Paris, Ill.,.....	645	23	606	559	93.0	216	258	J. W. Hays.
Peru, Ind.,.....	643	-----	487	400	94.4	114	127	D. E. Hunter.
Faribault, Minn.,.....	573	19	501	461	92.0	70	264	W. R. Edwards.
Elkhart, Ind.,.....	564	-----	502	475	94.6	94	202	J. K. Walts.
Cairo, Ill.,.....	562	20	534	491	92.0	47	197	H. S. English.
Pana, Ill.,.....	551	20	449	413	94.0	150	194	J. H. Woodul.
Clinton, Ill.,.....	528	20	506	479	94.5	29	258	S. M. Heslet.
Dixon, Ill.,.....	525	20	484	434	90.0	250	131	E. C. Smith.
Batavia, Ill.,.....	376	20	340	323	94.8	38	74	O. T. Snow.
Henry, Ill.,.....	374	18	340	316	93.0	119	131	J. S. McClung.
Mason City, Ill.,.....	370	20	348	336	96.5	1	212	F. C. Garbutt.
Normal, Ill.,.....	367	19	357	344	96.9	55	218	Aaron Gove.
North Belvidere, Ill.,.....	321	20	303	274	90.0	63	111	H. J. Sherrill.
South Pass, Ill.,.....	216	20	200	159	79.5	162	24	F. G. Miller.
Yates City, Ill.,.....	186	19	153	142	97.0	75	40	A. C. Bloomer.
Maroa, Ill.,.....	179	20	173	163	94.2	170	49	E. Philbrook.
Oak Park, Ill.,.....	111	19	103	97	94.3	11	48	W. Wilkie.

THE legislature of Pennsylvania has enacted a law, making women over twenty-one years of age eligible to the office of School Director.

There is before the New York legislature a bill designed to compel every child between six and twelve to attend some kind of school at least three months in each year, unless their mental or bodily condition forbids.

It is said that Dr. J. G. Holland, editor of *Scribner's Monthly*, was once a teacher and superintendent of schools at Vicksburg, Miss.

ILLINOIS OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
SPRINGFIELD, March, 1871. }

THE SCHOOL-LAW.

Under the act entitled "An act to provide for the Revision of the Statutes," approved March 8, 1869, three commissioners, one from each of the three grand divisions of the State, were nominated by the Governor and confirmed by the Senate, to revise and rewrite the statute laws. They have performed that duty. All the laws relating to public education were revised by the Commissioners, and brought together in a single chapter, entitled "Schools." The chapter has been introduced into the Senate in the form of a bill, entitled "A bill for an act in regard to public schools," which was referred to and is now in the hands of the Senate Committee of Education. Among the more important provisions of that bill, are the following, which will be of interest to the readers of the CHICAGO SCHOOLMASTER:

"SEC. 1. *Be it enacted by the people of the State of Illinois, represented in the General Assembly,* That a system of public schools be, and the same is hereby, deemed, held, and adopted, according to the provisions of this chapter, in all of the counties of this State; and in counties not under township organization, each Congressional township or fractional township shall constitute and be a school district; and in counties under township organization, each organized town shall be a school district, subject to the provisions hereinafter contained.

"SEC. 2. Incorporated cities, towns, and villages shall be and remain parts of the township school districts in which they are situated, unless otherwise provided by law.

"SEC. 3. Upon the petition of not less than twenty-five tax-paying voters of any township or townships, desiring the formation of the territory upon which they reside, in a separate and independent school district, setting forth the bounds of such proposed district, the county court of the proper county shall appoint three disinterested commissioners to view the premises and report the facts in the case, and their opinion as to the propriety of forming such independent school district, to the next regular term of such county court; if such report is unfavorable to the establishment of such new school district, no further action shall be had thereon; but if such report is favorable to the establishment of such district, and the court shall deem it advisable, he shall submit the question of forming such school district to the legal voters of the district or districts in which such proposed district is located, to be voted on at an election or elections to be held in such district or districts at a time and place or places to be fixed by such court, and notice thereof shall be given by the county clerk of such county; which election shall be held and conducted in the same manner as elections for school directors are provided to be held in this chapter, and report of such election or elections shall be made to said county clerk within three days after such election.

"SEC. 4. The county court, at its next regular term, shall open and canvass the returns and votes of such election, as provided in section three of this chapter; and if a majority of such votes are against such school district, no further action shall be held thereon; but if a majority of such votes are in favor of such school district, the court, unless other legal objection will be presented to it, shall order the said school district to be established and a plat thereof to be made and recorded in the office of the county clerk of the proper county, and shall also fix the time and place, and cause notice to be given, of an election of school directors in and for

such school district. And if such proceedings will result in the establishment of a new school district, the cost of such commission, election, and officers' fees shall be paid by such new district; but if otherwise, such costs and fees shall be paid by the petitioners.

"SEC. 5. When a new district is formed, the court which ordered the same to be established shall determine, on hearing, whether an undue proportion of the real estate belonging to the old district or districts is within the bounds of the new district, and if so, how much money shall be paid therefor by the new to the old district or districts; and if any money be on hand, or any tax or other claims remain after the payment of all debts for the current year, or any township or other school fund be in the possession of the old district or districts, the court shall divide the same among the several districts interested, in such proportion, and shall make such order in regard thereto, as shall be equitable and just; and the sum thus found due by any district to another, shall be entered in the nature of a judgment against the district owing the same, to be collected as other judgments against school districts in their corporate capacity.

"SEC. 6. When a new school district shall be formed according to the provisions of this chapter, such district shall not be considered or recognized as a separate or independent district until after the termination of the current school year in which it became a new district, nor until it has a full board of school directors regularly elected and organized: *Provided, however,* that the school directors of such new district shall have authority to levy school tax, erect or procure school houses, and do all acts necessary for the commencement of schools the ensuing year.

"SEC. 7. In all cases where a new or independent school district has been formed as herein provided, the county court may abolish the same upon like petition and in the same manner in which the same was established; in which case such court shall make a just and equitable distribution of the property and debts of such abolished school district.

"SEC. 71. Every person having under his control a child between the ages of eight and fifteen years, shall annually, during his control, send such child to some public school in the district where he resides, at least three months, if the public schools in his district continue so long, six weeks of which time shall be consecutive; and for every neglect of such duty, the party offending shall forfeit to the use of said district a sum not less than ten nor more than twenty-five dollars. *Provided* that, if the party so neglecting was not able by reason of poverty to send such child to school, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that the child's mental or bodily condition is such as to prevent its attendance at school or application to study for the period aforesaid, the penalty before mentioned shall not be incurred."

LOSS OF REPORTS AND DOCUMENTS.

On the night of the 22d of February last, the building occupied by the Public Binder was destroyed by fire, with all its contents. Nearly the whole edition of my last Report was in the building at the time, in sheets ready for binding, and all was totally consumed. Several other public documents and reports likewise perished, including that of Mr. Wines, Secretary of the State Board of Public Charities.

A few days after the fire, the Legislature appointed a committee to ascertain the nature and extent of the loss sustained by the State, and to consider the expediency of reprinting the lost reports. In due time that committee reported, and recommended that certain reports be reprinted, including those of the Superintendent of Public Instruction, and of the Secretary of the Board of Public Charities.

No further action has yet been taken in the matter. Whether the recommendation of the special committee will be acted upon, and the necessary order be made to reprint, I do not know. Considerations of economy may prevent. Even if a reprint should be ordered, it will be some months before the documents will be ready for distribution.

Respecting my report, a short time before the fire the Governor ordered a few copies of the first 167 pages to be bound and sent to my office for immediate use.

These, of course, escaped the flames. But for this timely act on the part of the Governor, I should not have had a single copy of even the first part of the Report. Of the appendix, not a copy was saved. I particularly regret the loss of the supplementary documents, embracing the stated and special reports of County Superintendents and other school officers, and other important papers. Many of those reports are of unusual value, and the statistical abstracts and tables are more complete than any preceding ones, and prepared with very great care. I have all of the original manuscripts, however, and can furnish the Public Printer with the means of reproducing the whole report, should the Legislature so order.

This statement is made so that all interested may understand why no more copies of the first part of the Eighth Biennial Report can now be furnished, and why no copies of the full report can now be obtained. Should the Legislature order a reprint, distribution will be made as soon as practicable. The whole number of copies authorized by law was three thousand.

NEWTON BATEMAN, Sup't Pub. Inst.

ILLINOIS NORMAL.

AARON GOVE, NORMAL EDITOR.

It is a pleasure and pride of Illinoisians, and especially of friends of the Normal school, to know of the value of its Museum. The Botanical department alone is an extensive collection. In it are duplicates of over 50,000 species. The flora of Northern United States, Great Britain, France, and Greece, are almost perfectly represented. To these are added thousands of specimens from Western Europe, South America, and Australia. Northern United States is as fully represented as in any other collection in America save one, that of Dr. Gray, at Cambridge, Mass. These specimens are all catalogued and labeled. Dr. Vasey, who has charge of this department, has an intimate knowledge of plants, such as a thirty years' application can give. We are told that the Dr. names at sight any plant in the northwest. He is now preparing textbooks on botany for the use of schools. Wilson, Hinkle & Co., are to issue them. The author's name is a guaranty of their success.

Prof. Metcalf has been granted leave of absence for the summer. He will visit England and the Continent during his absence. Twenty-eight years successive work in the school-room has made this vacation necessary. All will rejoice that this good friend has a prospect of enjoyment. Prof. M. will see that his place is filled during the Spring term.

A meeting of the Faculty and students of the different departments of the Illinois State Normal University, was held February 27th, for the purpose of taking appropriate action in regard to the death of Dr. Wing. The large assembly room of the University was filled with students from the various departments, and all manifested a desire of showing a kindly remembrance to one who, while living, had always the best interest of the Institution at heart.

The object of the meeting was stated by President Edwards, and the following resolutions, prepared by the Committee which had been appointed at a previous meeting, were read. Speeches upon the true

worth of the deceased were made by President Edwards, Professors Hewett, Sewell, and Metcalf; and the general tone of the meeting was calculated to stimulate all towards that which is "higher and better." A vote was then taken, and the resolutions were unanimously adopted:

We, the Faculty and students of the Normal University, desiring to give expression to our feelings of respect for the memory of Dr. Henry Wing, whose recent death leaves a lamented vacancy in the State Board of Education, do hereby resolve,

That we entertain for our departed friend a very high and sincere respect, believing that, as a man, he was distinguished for his generous and genial culture, his rare modesty, and his kind and benevolent heart; and as a public officer, for large views, practical wisdom, and incorruptible integrity.

That we regard his connection with the Normal University, as having been in a high degree useful and honorable to the Institution, and that we feel his death as a public calamity and an irreparable loss.

That we deeply sympathize with the bereaved family in a loss very great to us, but to them incomparably greater; and that we would urge upon them the consolation that, over a character like his, death can have no power for evil.

That a copy of these resolutions, and of the proceedings held in connection with them, be sent to the family of the deceased, and be offered for publication.

HATTIE E. KERN,
MARTHA A. FLEMMING,
G. H. HUNTER,
RICHARD EDWARDS,
WALTER C. HEADEN,
R. MORRIS WATERMAN,
E. C. HEWETT,
Committee.

NORMAL, ILL., Feb. 21, 1871.

Whereas, An All-Wise Providence has seen fit to remove from earth our friend and sister Philadelphian, Miss Mary E. Owen, therefore,

Resolved, That we recognize the loss sustained not only by the family of the deceased, but by this Society;

Resolved, That the Philadelphian Hall be draped in mourning for thirty days, in token of our respect for her memory;

Resolved That the Society express its sympathy for the bereaved friends, by sending them a copy of these resolutions;

Resolved, That these resolutions be placed on the records of the Society, and be published in the Bloomington *Pantagraph* and the CHICAGO SCHOOLMASTER.

LOUISE RAY,
LOTTIE C. BLAKE,
J. P. YODER,
Committee.

The exciting contest at the election in the Wrightonian Society resulted in the triumph of the woman's ticket. Miss Alice Chase took the chair on the 17th, and delivered an address. The other officers-elect are, Vice-President, Mr. Roberts; Secretary, Miss Minnie Cox; Editor, Miss Hattie Wight; Treasurer, Miss Martha Flemming; Librarian, Mr. Underhill. It will be long before the Wrightonian Society have a more urbane, dignified, and able President than he who has recently left the chair. To the Society he has ever been a true gentleman. As a teacher, Mr. Holcomb is succeeding unusually well.

Dr. Sewell's lecture on "The Theoretical and the Practical," was pronounced the best of the season.

Normal has taken Bret Harte to heart. Sunday night Rev. Leonard preached on "Bret Harte as a Teacher of Righteousness." Saturday the "Heathen Chinee," with companion pieces, were read in each Society; while "Jim Bludsoe" was declaimed from the Philadelphian platform. Some of the friends believe the last an improvement on Bret Harte.

The best music during the month was "Lashed to the Mast," by Messrs. Crandal, Waterman, Squires, Mills, and Holcomb; Miss Eldridge at the piano.

After reading the editorial in March number of *Pennsylvania School Journal* on "Justice to Our Normal Schools," we are glad to correct an error to which that has called our attention. Out of 723 students in attendance at Millersville last year, 555 received aid from the State, as intending to become teachers, each signing a pledge to that effect. The belligerent article to which we refer, was not necessary to induce us to correct an error. We are not in the challenging business.

The President and professors of Knox College are holding a series of educational meetings in the cities of the State. That at Bloomington occurred on Sunday evening, March 5th. The object of these lectures is stated to be "the importance of Christian College Education." We understood President Gulliver to indicate that the public high school ought not to be; that all teaching above the ordinary grammar grades should be in the hands of the academy or college. It occurred to us, as we listened, that there were two sides to the question. We thought of the numbers of tenantless private school buildings scattered over old New England, and the other great number of public high schools established there within ten years. Are our New England people so far behind the times? Every one will agree that the true college has its place—an important one. Some will agree that the true feeder to the college ought to be the public high school.

Many letters have been received from old students, in which satisfaction is expressed with the Normal part of the *SCHOOLMASTER*. Our absent friends must remember that this correspondent has no way of learning interesting news items except through correspondence. Will they write and tell us what they are doing? Will the class Secretaries of the Alumni send us the news of their classes?

Robert A. Childs, of '70, was lately in town. Mr. Childs is hard at work in the schools of Amboy, Ill.

Jno. T. Butler has recently taken charge of the schools at Deerfield, Illinois.

The following resolution, recently passed by the Board of Overseers of Harvard, will commend itself to the particular notice of college authorities and students:

Resolved, That in the opinion of the Board no part of the system of instruction at the University is more practically useful than that embracing a mastery of the English language, and the power of writing and speaking it with effect. It is therefore recommended that a larger space of time in the college course be apportioned to it, and a more efficient subordination of the respective branches of study co-operating to that end."

The *Tribune* notices it thus:

"There is nothing more absurd in this absurd world than a Master of Arts who can not speak and write his own language correctly; and yet such a monster is by no means rare. We do not mean to say that a knowledge of Latin and Greek is not a great help to a good English style, for it is; but it isn't the Alpha and Omega we have thought it to be.

VIDETTE."

BOOK TABLE.

Innocents Abroad; or, The New Pilgrims' Progress. By MARK TWAIN (SAMUEL L. CLEMENS). American Publishing Company, Hartford. F. G. GILMAN & Co., Chicago. Sold by subscription.

This is an account of the excursion of the steamship *Quaker City* to Europe and the Holy Land, with descriptions of countries, nations, incidents, and adventures as they appeared to the author. The book is full of humor and satire, and yet contains correct descriptions and juster estimates than most others describing similar excursions. Not an inconsistent thing or practice, not a work of art unduly lauded, or bigoted custom that is peculiar to any class or sect, that does not receive his unqualified satire. The "Old Masters," and they who worship them, do not escape notice. Of the Last Supper, he says: "People come here (Milan) from all parts of the world and glorify this masterpiece. They stand entranced before it with bated breath and parted lips, and when they speak, it is only in the catchy ejaculations of rapture: 'O, wonderful!' 'Such expression!' 'Such grace of attitude!' 'What delicacy of touch!' I only envy these people. I envy their honest admiration, if it be honest; their delight, if they feel delight. But at the same time the thought *will* intrude itself upon us—How can they see what is not visible? You would think that those men had an astonishing talent for seeing things that had already passed away. It was what I thought when I stood before the Last Supper, and heard men apostrophising wonders, and beauties, and perfections which had faded out of the picture and gone a hundred years before they were born. We can imagine the beauty that was once in an aged face; we can imagine the forest when we see the stumps; but we can not absolutely *see* these things when they are not there. It vexes me to hear people talk so glibly of 'feeling,' 'expression,' 'tone,' and those other easily acquired and inexpensive technicalities of art that make such a fine show in conversations concerning pictures. There is not one man in seventy-five hundred that can tell *what* a pictured face is intended to express." If one is worn out with labor and thought, this book will give relaxation and rest, and at the same time afford him some just estimate of things beyond his reach.

Wonderful Escapes. Revised from the French of F. Bernard, and original chapters added. By RICHARD WHITING. CHARLES SCRIBNER & Co., New York. HADLEY BROTHERS, Chicago.

Some of these escapes appeared in *Scribner's Monthly* not long since, and prepared every one to read this little volume with zest. No boy imagined greater things than are here related, and every youth will wish himself the hero of whom he reads. The escapes of Louis Napoleon and James Stephens will be read with lively interest, as relating more directly to our own time. Forty-two "wonderful escapes" are here recorded.

The Kindergarten. By Dr. ADOLF DOUAI. E. STEIGER, New York. \$1.

In this little work the author aims to instruct teachers and parents who are desirous of starting their children in the path of knowledge naturally, keeping aroused and in activity all their powers; teaching them construction and self-help, instead of destruction and dependence; to employ some of Froebel's methods by which a healthy physical development, a skillful hand, and an accurate eye are secured even in early years. In the first few pages, the author explains his plan,

and then gives a number of movement plays with music. Then follow stories in verse and prose, and lastly, instruction in conducting the Play of Drawing. We are glad to see books of this kind published, and the attempt made to utilize the forces and powers of children for some good without curtailing their pleasure; in fact augmenting it and making it rational. Teachers and parents should pay more attention to this plan of instructing the little ones.

A Short Course in Astronomy. By HENRY KIDDLE, A. M., Superintendent of Schools, New York. IVISON, BLAKEMAN, TAYLOR & Co., New York and Chicago.

One is favorably impressed with this little work at first glance. Neatly bound in flexible cloth, beautifully printed upon the best of paper, and amply illustrated, it is in these respects all one could wish. The topics are well, though briefly treated. For a short course, we know of no better book.

Mechanism in Thought and Morals. An Address delivered before the Phi Beta Kappa Society of Harvard University, June 20, 1870, With Notes and After-Thoughts. By OLIVER WENDELL HOLMES. JAMES R. OSGOOD & Co., Boston. COBB BROTHERS, Chicago.

This address is rightly named. Full of scientific matter, it is a contribution to the literature of ethics. He lifts the veil from the acting mind and points to its visible working. He removes the difficulties surrounding the doctrine of foreordination with one dash of the pen. "The divine foreknowledge is no more in the way of delegated choice, than the divine omnipotence is in the way of delegated power." He does not believe in the transfer of moral responsibility, but that each one must bear the results of his own choice; that our perverse instincts which adhere to us as congenital inheritances, should go to our side of the account in the day of reckoning; that we shall suffer only for our own wrong doing. The book deserves a thoughtful reading.

Old and New justly holds its place among the best monthlies. The March number contains a number of unusually good articles. "The United States of Europe," "The Growth and Power of a Plant" (cotton,) which is Part III of Mr OWEN'S "Looking Back Over the War Gulf," "The Pilgrim Fathers' Legacy," and "American Political Science" are some of the most worthy. The new department of fine arts looks well, and promises to become a most interesting feature. We are glad to welcome this visitor to our table. ROBERTS BROTHERS, Boston. \$4 a year.)

Appleton's Journal is a weekly publication, each number containing attractive illustrations. "Picturesque American" is the title of a series of beautiful cuts of beautiful scenes in this country. The publishers are doing good service in thus presenting some of the fine landscapes that abound in every State. Many of its articles are illustrated; its biographical sketches are generally accompanied with portraits; its articles are interesting, and embrace a variety of subjects. Its Table Talks are always entertaining. \$4 a year.

Journal of Speculative Philosophy for January has the following table of contents: The Concrete and the Abstract, Remarkable Cases of Memory, Kant's Ethics, Analysis of an Article on Hegel, The Spiritual Principle in Morals, Facts of Consciousness, Hegel on the Philosophy of Aristotle, The Venus of Milo, The Philosophy of Mathematics, Theism and Pantheism, Speculative Philosophy in Italy. WM. T. HARRIS, St. Louis. Quarterly. \$2 a year.

Scribner's Monthly for April ends the first volume, and is a most interesting number. Since its first issue, it has steadily improved, and has met with a success unprecedented in the publication of magazines. It has become a great favorite with the reading public, for its entertaining articles and pertinent editorials. The evils of society meet with a hearty rebuke in its columns. No one should fail to read it regularly. \$3 a year.

The March number of the *Musical Independent* is one of the best we have seen. Its reading articles are excellent, and its music will please all. Its reviews and criticisms show ability and are candid and just. LYON & HEALEY. \$2 a year.

THE CHICAGO SCHOOLMASTER.

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PROFESSIONAL DRAWBACKS IN TEACHING.

REV. F. S. JEWELL, PH. D., ALBANY, N. Y.

No. 5.—Moral Drawbacks.

That word *moral* will, to some persons, appear like the universal—"Look out for the cars when the bell rings." The very mention of something *moral* in connection with teaching, is to them suggestive of danger. In fact, to them, "Moral Instruction" is a veritable "Trojan Horse" in whose indignant bowels all the horrors of bigoted sectarianism and superstition are to be trundled into the unstained paradise of the public school.

It is one of the fatal fallacies of our school systems that they practically assume the identity of morality with denominational religion, and the possibility of dissevering the moral from the intellectual nature in a process of true education. Still more strangely, for he should have learned better from the necessities of his own calling, it is one of the supreme follies of the teacher, that he not only ignores moral instruction in his teaching, but he neglects it in the government of his school, when the whole basis, directing law and inspiring power of any such government, is moral principle.

Now we have no sympathy with this anti-religious stupidity or hate, which would thus separate "what God hath joined together." It is a sort of spiritual divorce which attempts to contravene both nature and necessity. The intellect can not be dissevered from the heart; and nothing which affects the intellect or is effected by it, can be justly estimated without regarding its moral relations or influences. No full view, then, can be taken of the drawbacks of teaching—certainly no fair view—without considering those of a moral nature. Certain it is, no teacher

will keep his better nature under wise discipline or in full repair against the depreciating influences of his calling, who neglects those of which we are now speaking.

Among the moral drawbacks, the more common is the tendency to impatience or irritability. There is that, especially in the lower walks of teaching, which almost drives some temperaments into this evil condition. Such an endless round of petty inconveniences, cares, labors, and harassments, unrelieved by the counteraction of some inspiring aim, some encouraging progress, some sustaining outside interest, presses upon the teacher, wears upon him, that he at length becomes heart sore, and of course winces at each harsher touch of the rough and ragged commonwealth about him.

Somewhat akin to this is the result produced by the habit of scrutiny and criticism, which is induced by the constant effort to correct existing failures or faults. If the teacher, and especially the more earnest teacher, does not, under this influence, grow into a certain censoriousness of feeling and manner, he must be either happily constituted, or wisely self-trained and controlled.

A worse feeling, however, is apt to grow out of contrast with so many unreasoning and unscrupulous natures. Having to keep them constantly under watch, being in spite of every precaution so often over-reached by them, not unfrequently finding them deceitful and malicious, the teacher is in great danger of becoming distrustful of his pupils, doubtful as to their work, and suspicious with regard to their conduct.

Sometimes accelerating the growth of this distrust, sometimes in good part caused by it, is another moral defect in the outworking of the teacher's character in the school. We refer here to the lack of a considerate and genial sympathy with the pupils, which is too common among teachers. They are content to stand up before their pupils, purely as an authority set up over them. They have no care to be received as an influence diffused among them. If they can reach and restrain the overt act, that is enough. They give no thought to the better work of reaching and controlling the heart. The possibility of a human and humane oneness between their pupils and themselves, in hope and fear, joy and sorrow, they ignore altogether. The beauty and power of its sympathizing recognition in the school-room, they practically deny.

As the last of these moral drawbacks, may be named the universal tendency to a complete secularizing of the work of teaching. Under an almost universal estrangement of religion and benevolence from the oversight and support of the schools, and their exclusive assignment to the care and control of the State, under the prevalent subjection of

teachers to the supervision and dictation of a purely unprofessional class of officers, and the general reduction of all educational wants and estimates to a mere money level, teaching has come to be a mere matter of hired service and pecuniary profit—an almost mercenary pursuit. Even if any higher motive than the prospect of gain, or the obtaining of a temporary living, enters into the teacher's ambition; it is rarely any thing higher than love of mere success or pride in class superiority. The idea of devoting the energies of the mind and heart to the work of teaching, as a most hopeful means of blessing both to the young and the old, is quite crushed out. And so, a calling which admits of the noblest philanthropic consecration and self-sacrifice, and which, to say the least, ought to have found its place somewhere between the practice of medicine and the preaching of the gospel, in its admitted influence on the welfare of the race, has hardly a standing place on the threshold of either the learned professions or the philanthropic agencies of the day.

Now with regard to a systematic and earnest effort to counteract these depressing tendencies, it has to be confessed, at the outset, that of a large body of teachers, little is to be hoped. Too many have never even awaked to the higher hopes and aspirations of a spiritual nature; and too few of those who have, are so thoroughly possessed by them, as to be under their guidance and inspiration. Hence, whoever pleads for the moral upbuilding of the teacher, against the drawbacks of his profession, must be content with having done that, leaving results to the revelation of the great hereafter.

Let those, however, who, aside from what is due to the wants of those under their charge, have a rational regard to their own moral preservation and improvement, consider carefully, those facts which appeal to Christian humanity. Let them consider how utterly unconscious of its own dangers, wants, and defects, the child-nature is. Let them keep in mind the distressing operation of the laws of inheritance to fasten on many a child an unfortunate temperament or tendency. Let them remember how many are, from the cradle, not only destitute of all proper training, but are even surrounded by the most unhappy influences. Let them ask how many are delinquent through the force of previous bad teaching, or reflect in their misconduct the existing views of the home. Let them strive to realize daily, how pitiful, how painful, in spite of all human efforts, must be the future of many. Let them sum up all these things,—and, if possible, in the spirit of the Great Teacher,—and then let them ask what is demanded of those who as teachers are perhaps under God, the chief hope of these ignorant, misguided, perishing ones. If those who hurried Him to the cross found patient forbearance and divine

compassion in Jesus, then may we not ask the teacher to cultivate, with especial pains, patience, moderation, charity, sympathy, and benevolent zeal in behalf of his entire charge in the school? Will he not in this way, best build himself up in the likeness of that Divine Exemplar, who was not only the Great Teacher, but the Perfect Man; and to the measure of whose stature, it is our chief glory and good, to attain?

THE STATUS OF THE TEACHER.

MR. SCHOOLMASTER: I was not a little mortified, when reading a recent educational article, to note the summary manner in which the writer, in setting forth the claims of the different professions to the intelligent confidence of the public, disposed of the profession of teaching in this significant sentence: "As to the pedagogues, the less we say of them the better." The article is a studied one, and carefully written, and from its high tone and excellent character, stamps the writer as a man of both thought and culture. He is radical without violence, and discriminating without injustice; is evidently sincere and seeking the truth, desiring to give utterance to honest convictions, although his conclusions fall with crushing weight upon the teaching class. There is no argument to show why it is so, or whether it is in any sense in the nature of things; no effort to convince the reader of its truthfulness; but the sweeping allegation is announced with epigrammatic frankness, and is almost sure to arrest the attention, as if one's complacency were suddenly uprooted. Resistance to such a conclusion will naturally, at first thought, be very strong; but calm reflection induces us to inquire, Are these things so? Is it true that silence as to the pedagogues, their standing and their worth as a class, is a discretion? Will a discussion and analysis of their merits and demerits, their character and claims to respect, result in a vanishing quantity? The admission certainly would be most humiliating, and evidently is not warranted in any investigations that are instituted, either by a thinking or a prejudiced people. To our thinking, the statement can not be accepted without protest.

The status of the teacher is therein set forth in no very enviable comparison with the other higher occupations of mankind. In the light of this statement, there is something in the law, in medicine, in the ministry, or editorial chair, that affords a peg upon which to hang some claim to the public confidence and respect; while in pedagogy, there either seems to be nothing of the kind, or an utter absence of ability or character in

the large majority so occupies the foreground of the people's visions, that what *is* worthy in the few is hidden in the dim distance. The writer scarcely meant to say that there were not, even in this much abused profession, men and women of large hearts, fertile brain, of profoundly cultivated character, and upright lives; but he hurriedly cast up an average and called it zero. Now, to inquire more definitely as to this matter, the statement, while it over-reaches itself in its universality, contains a sufficient element of truth to startle a thinking people. As an educated and cultured class, do teachers stand on parallel planes with the other professions, or are they so far in the wake of representative culture and intelligence as to warrant the injunction to silence above quoted? It is a lamentable truth that there is to be found too large a proportion who are neither by birth, education, or in any other manner, fitted to discharge duties so confessedly important and complex as those of promoting the activities of the human mind—itsself an immortal essence—in the way that would seem to secure its highest and most legitimate development. The same is true, however, of other professions, members of which creep into its limits by some chicanery or fortuitous circumstance, and are ever a by-word and reproach in the mouths of cultivated society. But on the other hand, there are teachers who, by “patient toil in well-doing,” by self-culture, by characters without reproach, and by years of toil given to the instruction of our youth, have made society largely their debtors. The world is the better that they live, and it can not afford to accord them anything but consideration begotten of gratitude. Claiming much for the intelligence, uprightness, and singleness of purpose of the profession, I put the grave question, “What causes operate to determine the present status of the teacher?” I answer, first:

Want of professional training. With the same scholarship, the same mental discipline of two who graduate at our colleges, the one enters at once upon the practice of his chosen profession, the other upon the study of his. All professions should, and all save that of teaching do, require years of special training, before its interests can be committed with safety to any party. What would be expected of a graduate of one of our institutions of learning who, upon receiving his degree of arts, should establish himself as a medical practitioner, or an expounder of the legal rights of mankind, and then ask for a public endorsement? 'Tis true that he is an upright man, possessed of eminent attainments, it may be, and he expects to study carefully, and pronounce as wisely as his experience will warrant upon all cases of disease and violations of equity which he may be called upon to consider. It is well for the mortality lists, and the rights of person and property, that society does not for one

moment tolerate such an infliction. Every well educated doctor, lawyer, or minister offers his professional diploma, as his certificate of fitness to practice, each in his chosen department. They challenge and receive our confidence by virtue of an educated intelligence in their professions. Why not ask of the teacher a similar certificate of qualification? Why not demand assurances that the most important interests of society shall be as carefully guarded, as intelligently managed, as skillfully administered, as these other interests. At the best, teachers have attained a certain scholarship—they graduate—and then for a few years, at most, are engaged to do that most difficult of all work—to instruct human minds, and develop human lives. They offer, for a pittance, to parcel out so much arithmetic, or grammar, or geography per term. There are no years given to the study of the human mind, its constitution, its modes of development, or springs of action; no preparation by means of which an elevated and refined character shall be the legacy of the child-man; no study of those moral agencies that awaken and promote human activities. What wonder then that failure is written upon the door-posts of so many school-houses, or stamped as “frontlets between the eyes” of so many teachers! And yet society commits its most precious privileges, its nearest and dearest interests to men and women who have no knowledge of the “theory and practice” of teaching, who know much, it may be, of certain branches of study, but nothing of how to teach children; who have nothing of that moral force which, when it comes in contact with a human will, ennobles it, and makes it productive. Our *systems* of instruction, provident and judicious as they are, are the pride of our citizens, and justly so, and undeniably within them are marked successes; but success in spite of the professional unfitness that so largely prevails—in spite of the ignorance that assumes to give wisdom. The wonder is that so much is done for the welfare of society.

A second cause operating to determine the present status of the teacher is the inherent difficulty in the work itself. I assume, if a fair and intelligent comparison were made, it would be admitted that to know thoroughly, and to develop understandingly, the human character requires greater delicacy of human ingenuity, and a more intelligent skill, consistency of character, singleness of purpose, and beneficence of intention, than are demanded in any other profession, unless we except that of the ministry. There is no other occupation discovering a task that is so complex and delicate, consequently none so difficult. As mind is the most subtle of all created existences, and its operations the most multiplied and complex, so must the knowledge that comprehends the one and guides the other be the most profound. Mistakes in other departments of human

labor may be, and often are, corrected. Medical discoveries furnish antidotes to poisons; illegal and unjust judgments may be set aside and wrongs repaired; but, while wrong tendencies and improper developments of mind and heart may be arrested, restoration is never achieved; nay, it may be truly affirmed that mistakes in the formation of character remain such forever, beyond repair. They reach into infinity and are an eternal reproach. The perfect instruction of man is beyond finite skill or ability. Who can comprehend or measure the eternal bias given to mind by some unconscious word or act? Who can define the limits of human intellect, or understand its sources of inspiration, or provide for its infinite growth?

A. KIRK.

EXAMINATION OF TEACHERS.

W. F. GORRELL, TAYLORVILLE, ILL.

The experience of all systems of public education has shown the necessity of guarding the schools against incompetent teachers. Hence, in all such systems, provision is made for the examination of applicants for the teacher's position. But we think the Illinois system has one serious defect. It fails to recognize professional teachers; those whose experience and success entitle them to a more permanent membership in the profession. So long as every school-room door is closed against all teachers once every two years, and so long as no teacher can cross a county line without re-examination, teaching is not recognized as a *profession*.

This defect is only partially removed by the provision for State certificates, valid for life. This recognizes teaching to be a profession, and so far as it goes, it is a very excellent feature of our system. But it reaches too few teachers to meet fully the demands of the profession. It needs to be supplemented by some provision which will recognize the professional standing of a few teachers in every county—not teachers in graded schools alone, but teachers of county schools. What is needed is a grade of professional certificate between the State and county certificate, valid for at least five years, and in any county in the State. We believe there are more than a thousand teachers in Illinois worthy of such a professional recognition.

We suggest the following plan:

Let an examination be held in each county once a year. Let the examinations be conducted by the County Superintendent of Schools,

assisted by one or more persons appointed by the State Superintendent of Schools. The questions should be prepared by the State Superintendent, and be sent to each county under seal, to be opened publicly at the examination, which should be conducted strictly in accordance with the directions accompanying the questions.

The examining committee should examine the answers and send the results, with a recommendation of applicants believed to be worthy of the certificate to the State Superintendent, who, if satisfied that the examination had been properly conducted and that the applicants recommended are worthy, should issue certificates of the professional grade described, neatly printed on parchment. This is the outline of a plan which we think would work well.

IS IT TRUE?

In a later number, the editor of the *Christian Union* reviews the action of the School Board in Boston, upon a petition asking that the hours of study might be reduced in the Public Latin School. After giving abstracts from the medical testimony presented, the writer closes in the following language:

"What is the use of a School Board, if it can not stand between the children and their weak-minded and prejudiced parents? We intend no injustice to these gentlemen. They mean well, but their zeal has devoured their judgment. They have worshiped their pet system until they have come to believe that it exists for its own glory, and that children are born merely to furnish material for the schools to display their skill upon. If this perversion of the institution were confined to Boston, the case would not be so serious. But there is everywhere among school managers a similar tendency to exalt the school above the scholars; to rate their programmes above the needs of the children and the wishes of the parents; to forget that they are servants, and not masters."

Plain words certain! Are they true? I fear there is more truth in them than most of us would be willing to admit. We act too much upon the principle that the school owns the child, and the parent has no rights in the case that are worth a moment's consideration.

Rules and regulations are undoubtedly needed in the management of the public schools, but in many instances they are needlessly strict. In cases of absence we don't always discriminate between those that are necessary, and the ones that are caused by the mere indifference of the pupil or the whim of the parent. For instance, I met a pupil of our high school this afternoon: "What," said I, "have you left school?" "Why, Mr. Gastman," she replied, "it has been impossible for me to

attend for the past three days. Our girl left, and I had to wash on Monday, and iron yesterday and to-day."

I know that the family is large, and that the mother has her hands full every minute. Should I scold that girl because she was willing to save her mother at the sacrifice of some school privileges? Of course, our per cent. of attendance will be lowered, and next month, when the list is published in *THE SCHOOLMASTER*, we may not stand as high as the school in Rigid Valley, because this girl staid at home to help her over-worked mother. How could she be so thoughtless!

Occasionally, a widow asks me to excuse one of her children a half day in each week, to take care of the baby, while she does the washing for the family. Were it not for that per cent. of attendance staring me in the face, I would really feel like granting the unreasonable request.

Again, some foolish parent sends a note asking me to excuse his child at three o'clock to attend dancing school, or to take lessons in vocal or instrumental music. I inform him at once that he has not the right, either in law or nature, to deprive his child of the inestimable blessings which he is enjoying in the public schools; but if he will arrange the time so that no recitation may be lost, I will, as a special favor, grant the request. If he has the audacity to say that he cares nothing for the recitation held at that particular hour, and would be willing that his child should not be troubled with it at all, I at once inform him that he isn't a good judge.

Am I doing just right? Won't somebody answer through *THE SCHOOLMASTER*?

DECATUR, April 6, 1871.

E. A. GASTMAN.

WALKS AND TALKS AMONG THE SCHOOLS.

Visited the school at Paint Creek. Here we found some things that gave us great pleasure. One was a class of third and fourth-reader boys and girls studying geometry. The teacher was using that most admirable help, "*Mark's First Lessons*." The pupils could draw and designate and define straight lines, curved lines, crooked lines, vertical lines, horizontal lines, oblique lines, spiral lines, parallel lines; draw, designate, and define angles as right, obtuse, acute; could show that all the angular space on one side of a straight line was equal to two right angles, and much more of the same sort. All this had been brought about by a ten minute exercise each day. The pupils were delighted; they were learn-

ing to draw accurately; they were increasing their available vocabulary, *and they were thinking*. Nor were they behind others in the same grade in other schools where this is omitted.

In the same school we found the classes in the second reader using *three* second readers during the year, together with the Child's History of the United States. Two minutes each Wednesday were devoted to doubling and halving numbers in all the lower grades, thus: Teacher, Twice 3? Pupil, 6. T. Twice 6? P. 12. T. Twice 12? P. 24. T. Twice 24? P. 48. T. Twice 48? P. 96. T. Twice 96? P. 192. T. Twice 192? P. 384. T. Twice 384? P. 768. T. Twice 768? P. 1536. T. Twice 1536? P. 3072. T. Twice 3072? P. 6144. T. Twice 6144? P. 122 hundred and 88. T. Twice 122 hundred and 88? P. 245 hundred and 76, etc. $\frac{1}{2}$ of 1600, 800; $\frac{1}{2}$ of 800, 400; $\frac{1}{2}$ of 400, 200; $\frac{1}{2}$ of 200, 100; $\frac{1}{2}$ of 100, 50; $\frac{1}{2}$ of 50, 25; $\frac{1}{2}$ of 25, $12\frac{1}{2}$; $\frac{1}{2}$ of $12\frac{1}{2}$, $6\frac{1}{4}$; $\frac{1}{2}$ of $6\frac{1}{4}$, $3\frac{1}{8}$; and farther if they can. We were surprised to see the skill thus acquired in the comparison of numbers, and also to see pupils during the third month of school life well posted in the Roman numerals to M.

But that was all done, says one, by an old, skilled teacher. Not so; but all this and other wonderful things, of which we may speak at some other time, was the work of a young girl who had never taught but one term of school before, and that with only about seven pupils. She had adhered steadily to the work pointed out for her, and had her reward. But these things were only *some* of the *play spells*.

Visited the school in N——. House new; well marked and scarred; out-buildings abominable—cut, carved, hewed, stained, stamped, engraved, scratched, chalked; walls and floors daubed!!

Recalled to mind the advice of a close observer, to a man wishing to know where to send his son to school:

"Go, my friend," said he, "anywhere you please and observe the school premises. If you find them neat and clean, unmarred by scratch or stain, you need not ask who is the teacher, you can send there safely. But if you find them in such a condition that the cleansing would require the labors of Hercules and two Irishmen, with scar and stain upon wall and ceiling, you need not ask who teaches there; *you do not want to send your boy there.*"

The arrows of the far-shooting archer-god never sent such woes to the Greeks as such pest-houses send out into any community. What shall we say of the teacher and board who allow it? Shall we call them gentlemen—*of the lowest class?*

Visited the school at B——. A new thing to us occurred here. The teacher was giving an "Object Lesson"—the pupils all attention. The way God spoke to Samuel and Moses was fully explained, and also that God now speaks to men's consciences. When adhering strictly to the maxim, "Never to give information without recalling it," she asked: What does God do to bad boys now-a-days? A veritable Mark Twain shouted, "Writes their names on the blackboard."

MEETING OF BOSTON GRAMMAR TEACHERS.

Some months since we gave a report of a primary school meeting held at the call of Mr. Philbrick, Superintendent of Schools. On Friday, March 31st, a similar meeting of the teachers of the grammar schools was held in the hall of the Rice school. There were present about four hundred and fifty teachers, who have under their instruction nearly 20,000 pupils. After commending the general progress manifested in the schools during the past year, Mr. Philbrick spoke upon *Promotion*, bringing out some of the evils incident to the present methods by which pupils receiving a "double promotion," must either jump some portion of the Programme, or compel those in the room to which they go to wait for them, thus spending time in review which is needed for advance work. The topic to which he called special consideration was *Moderation*. The history of the world shows that a large share of the troubles, errors, and sins which it records are the result of a lack of moderation.

Twenty-seven years ago Horace Mann stigmatized the Boston schools as Dormitories, and the pupils as hibernating animals. The result was that in a short time such a pressure was brought to bear upon the pupils that they were styled "hot-beds," and they were indeed in such a fever of excitement that years have not wholly recovered it.

He disapproved of the extreme views held by some teachers in regard to symmetry in the arrangement of pupils in respect to size, as well as the idea that all pupils must be brought to the same standard of attainment.

Full attendance is a good thing, but all the teacher's energies should not be expended in attaining it. Punctuality is desirable, but the attempt to secure it may lead to an infringement upon the rights of parents, and make enemies of those who should be friends. Attention was called to the fact that in some cases an undue amount of "home study" is required, and that many cases of punishment, which had been reported, showed

clearly a lack of judgment on the part of the teacher. *Per cent.* was stated to be the one great bugbear of many schools. By it both teachers and pupils were kept in a perpetual state of anxiety and dread, and more caution here was earnestly counseled.

The object of the Programme adopted some two years since was stated to be the relieving of the teachers of a bondage to text-books and the treadmill drudgery to which many were subjected, to eliminate that which is not essential in the several branches of study, to see that those who leave school at an early age have received the best instruction possible, and that those who remain obtain such a discipline of mind as shall the best prepare them for a higher course.

Allusion was then made to certain studies, and to the folly of those who, in advocating thoroughness, would drill a little child upon large numbers in addition, before taking up subtraction, etc., thus over-taxing the mind and disgusting the child, and of those who would cram the memory with facts, which, thank fortune, the mind is so constituted it can not carry.

The design of the Programme, in reading, is to secure *fluency* in the lower grade, *ideas* in the higher, and *expression* in the highest; and the best results will be obtained by keeping this plan in mind. It was urged that, to secure the best results in writing, more pages should be written, that facility in handling the pen might be acquired; nor should we be too much afraid of a blot. Was it not Horace who said, "It is a divine art to blot?" Certainly it is a boy's nature. The expectation was expressed that soon our schools would show results in drawing equal to those now secured in singing.

COURSES OF STUDY FOR COMMON SCHOOLS.

We notice with some interest the graded courses of many of the cities of the country. In a few they are arranged by topics, but in the rest they state definitely just what shall be taught, and how far each grade shall advance in each book before entering the next grade. It is considered desirable that teachers be told in every instance just what they are to teach their pupils, and just how much of this branch and that must be presented in each grade; and it has been requested, and even demanded in some instances, that nothing should be taught to a class that is not found within the limits of the grade of that class, and that grade defined by the pages of a certain book, or series of books. The object of this is to secure uniformity in all things in the schools of a place, and to thus build up a complete system. Such, to a less or greater extent, are the graded systems of the largest cities.

Now, we are by no means opposed to graded courses of instruction; we deem them both desirable and necessary. But we feel like asking some of our educational brethren who frame these, and some boards of education who have too much other business on hand to give attention to the principles of educational polity, a few questions: What object do you wish to attain by a graded course? In framing your course, do you insert each study to a certain extent in each grade, because it will aid in attaining your object, or do you select from several other courses as your fancy or convenience dictates? Can you give any reason why your course, when complete, will effect your object? Should a system be prepared, and then children be obliged to conform to it? or, in other words, are children created for the benefit of the system? Should your course be outlined by topics, or marked out by pages, and why? How much of geography, for example, shall be taught, in what order, and where? Is it necessary to follow the order given in text books? What studies should be embraced in your course? How many should pupils have at one time, and how long should each be continued?

It has been remarked that the poorest schools in the country are to be found in the great cities, as results of their graded systems. The statement we cannot believe, but there may be a grain of truth in it. If the idea of a system be to force every pupil through the same mould, that all shall become of the same size, and bear the same imprint, then that system will work irreparable damage. A course which exactly defines the teacher's work, even to the required pages of every book, of necessity embodies this idea, and if good results follow, the teachers, not the course or system, should receive the praise. "But it is necessary to mark definitely the work of each grade, or teachers will anticipate each other, and thus work confusion with our system," says one. "It will not do to outline the work merely, or teachers will not know how minutely to examine the topics of each study," says another. "We could have no system at all," says a third, "if the grades were not definitely marked." These replies all show that the "system" is of more account than the children, and must be preserved, though all who attend school suffer thereby.

What, then, should be the object of a graded system? and in what way can it be attained? In reply, we would say, that a system should be framed for the benefit of the children. It should be adapted to their mental capabilities, and arranged in accordance with the laws of mental development. It should be flexible and not rigid, in order to enable many pupils to receive what is best for them, and to permit them to grow in a natural way. After pupils have been taught to study and investigate, topics only should be named, and pupils allowed to use any books whatever as text books, and not required to have a uniformity. Throughout, the order of presentation of topics, and of instruction therein, should be logical, whether it be that of a book or not. Then make each teacher responsible for the instruction of one branch, and promote classes in studies and not in grades, and the evils of the graded system would disappear, and we would have the greatest possible benefit they could afford.

R.

OUR QUERY BOX.

Should pupils be detained in the school-room during recess?

That depends upon circumstances: the condition of the weather, the child's health, the number of flights of stairs, the number of privileges granted previous to recess, conduct during that time, the length of the school session, and the age of the pupil. Generally it is best to require pupils to go out, but in individual instances this should be varied to suit the circumstances. If school-rooms were properly ventilated, and the exercises properly varied, we apprehend that the older pupils would need no recess, especially during the winter season. We believe that those who abuse any privilege should be deprived of it till they can use it rightly. If pupils abuse their recesses they ought, justly, to be deprived of them—at least taught to respect them.

What are the indications of a slack teacher?

Some of the most apparent are these: A floor littered with paper and other refuse; teacher's table strewn with books, papers, fragments of paper, pencils, chalk, etc.; blackboards disfigured with unsightly and uncouth figures, and ill-arranged solutions and sentences; children sitting at all angles of inclination, and facing all the points of the compass; desks covered with unused books and papers, and daubed with ink and pencil marks; the children's books disfigured with pictures of things real and imaginary, interspersed with names and descriptions of the same, till hardly a page is left unmarred; dilatory habits in complying with necessary requirements; allowing pupils to fall into lax and careless habits of doing everything—such are some of the most patent indications of a careless teacher. By these they may be invariably known. And the effect of such teaching upon the minds of the pupils is similar to that upon the room itself—confusion and laxness, greater evils if possible than downright viciousness.

Can such teachers become careful, methodical, and tidy?

Sometimes; generally, however, the trouble is inherent, and requires for its correction a more tenacious will and continuous self-discipline than they have the inclination to practice, and hence they do not very frequently improve, but rather grow worse by continuance in the school-room. Scarcely anything is impossible, however, if one *chooses* to effect it; but of course the effort must be great and continuous, often a painful one. "All reform must come by pain."

Are such teachers successful as instructors?

No. They fail to secure attention, and to awaken the energies of the pupils, without which there will be little progress. The mental habits formed and allowed, to say nothing of other pernicious habits, do the pupils more damage than the efforts of the teacher do good, and hence they cannot justly be said to be successful, though they may through

friends and interested persons secure some reputation. The successful teacher arouses the mental and moral forces of the pupils, and directs their action to desired and definite results.

Should disorderly and troublesome children be dismissed from school for bad conduct, or compelled to conduct themselves properly?

It is almost always better for the pupil to make him obedient. There may be found one occasionally who can not be controlled, but will have to be confined within solid walls, but in nearly every case the pupil will be benefited by wholesome discipline. It argues weakness in teachers or school authorities when pupils have to be sent away for disobedience, and is a great injury to the offenders. Schools must, in a measure, be reformatory.

When would you begin to teach capitals and punctuation?

As soon as children can pronounce words at sight, they should be taught to write. When able to write, they should be required to copy reading lessons with capitals and marks of punctuation, and also to write at dictation words and sentences in their readers, with proper use of capitals and some of the pauses. Even in oral spelling, it is an excellent practice to have capitals designated, for example: Capital H-e-n-r-y, Henry. Abbreviations should also be stated completely, thus: The abbreviation for Wednesday is capital W-e-d period, Wed. This is evidently the only correct way, for the first letter of a proper name is always a capital, and the abbreviation always terminates with a period. The proper use of the period and capitals in description and narration is no mean accomplishment, and always to think of and write the sentence correctly in these respects cultivates the habit of correct usage, so that in after years their correct use will be as natural as breathing. The folly of divorcing the use of words, their spelling, capitals, etc., from the daily reading and study may be illustrated by the following result, which was obtained from a pupil in a class in third grade, upon examination for second grade, in one of the Chicago schools. It was written on the board for correction, as follows:

my god the Spring of all my joys
the Life of my delights

Mari had a leetle Lam its fleas wuz white as sno

The correction was this:

By God the Spring of all my joys
The life of my delights.

Mary had a little lamb
Its fleas were white as snow.

EDITOR'S DEPARTMENT.

With this number our editorial labors for the *SCHOOLMASTER* terminate. Pressure of other work compels us to yield up this, for there is a limit to one's time. In retiring, we desire to express our thanks to our editorial brethren for their courtesy, and to our friends for their uniform support. Our sympathies shall ever grow warmer for the teacher, and our efforts to place his labor upon a higher plane shall never cease. We look forward to the time when the position of teacher shall be a passport into the most cultured society, and an ascending grade to political preferment. Though we may not live to see the day, we fully expect it.

IRA S. BAKER.

It is with no little pleasure that we daily receive letters of the highest commendation. From almost every State words of encouragement and cheer are sent us. They all bear one testimony, that of the practical value of our journal to the teacher. Avoiding long essays, we have aimed to present concisely and clearly the experiences and thoughts of those in the service, and to urge all to higher personal culture and to higher attainments in the profession. We are glad to hear from our patrons often; we hope they will be still more free to suggest, to criticise, and to help than hitherto. We shall never be satisfied till the brotherhood of teachers become as much a recognized power as the clergy, or the legal fraternity; till they can be spoken of without a sneer, and be free from the dictation of men who know no more of the true development of mind than the child himself; till they become authority in pedagogy even as our scientists in their respective departments. We know that there must be a great deal of hard work done before this time dawns upon us. Teachers must be educated, and the people must be educated; there must be a social reaction in favor of culture; wealth must not be the god of society; fashion must have less bigoted devotees, and ignorant, and superficial attainments must not be made respectable and even honorable because of a substratum of "rocks." The beginning of this work is in the hands of the teacher; if thoughts of this kind be continually held up before pupils, and teachers themselves become worthy of the honor and confidence of the grown up child, even as many are of the little ones, not many generations will pass before teachers will wield a power that even political demagogues will worship, and that will conserve our noblest institutions.

The abolition of corporal punishment from the public schools of New York does not seem to work decidedly favorably. There is much complaint that a spirit of disobedience and lawlessness prevails, greatly to the detriment of the intellectual progress of the pupils. So much time and labor have to be spent to secure obedience, that both the courage and strength of teachers are curtailed. Parents do not seem to take the responsibility of the good conduct of their children upon themselves, often encouraging them in their disorderly habits, and quite as often blaming the teachers for their want of moral power; at the same time denouncing

them as "petty tyrants." This state of things is anything but desirable or beneficial. The teacher should be reasonable and just, and have the power to coerce obedience, always adapting the force employed to the inherent needs of the offender. Parents and teachers should be a unit in this matter, and even though the pride of the former be touched a little, they should not resent it, for they have no idea how greatly not only the pride of the teacher, but also his principles, are sometimes offended by the actions and language of their children. Do they never become worn by incessant annoyances of their two to five children? And is it possible that teachers can always endure the tricks, deceit, and disobedience of forty to sixty, especially when it is required that the school-rooms shall be kept quiet, orderly, and the teacher do as much teaching as can be done, without the least interruption from disobedient pupils? If the power of coercion be taken from the teacher either by enactment or public sentiment, parents should hold themselves responsible for the good conduct and obliging spirit of their children.

Every teacher, in a large graded school, is conscious of her inability to look after individuals in her classes as carefully as should be done. Her work is almost wholly for and with the class. Very little time can be devoted to anything else than class work. Many pupils will unconsciously appropriate to themselves that part of the instruction suited to their needs, and reject the rest; but not so with many others, who should have just the attention that will enable them to select, and should feel the personal influence and guidance of the teacher. Without it they become mechanical at best, and often appear to be dunces and drones. It is evident that those schools are best for society in which each pupil is developed according to the possibilities of his organism, in which each child is made to stand alone, in a measure, and yet to have the benefit of competition with others of his age. The general plan of graded schools is to give every child precisely the same course, the same teaching, the same animating motives that are given to every other; and if this is not done, the credit of individualizing belongs to the teacher. The herding propensity is great in mankind; to do as others do, to go where others go, to think as others think, to follow in the wake of a few other and stronger ones, is the rule of action of a large part of mankind. The principle of our educational systems shows something of this sentiment; but we are glad to see a growing feeling for individual development, and trust that some means may be employed to remedy the difficulty. We suggest two: 1st. Give each teacher fewer pupils. 2d. Adopt departmental instruction in all schools above the lowest primary.

In every town that boasts of wards, the board of education is elected by wards, each one choosing a member from its territory, or one is elected from each ward by the board of aldermen. The result of these modes of choosing a board of education is to throw the school interest into the hands of politicians, or others equally objectionable. For example, a certain element holds the balance of political power, and to win them to a given line of policy, some of them must be put on the school board, and this principle is carried out in all its multifarious ramifications; and when

the board thus chosen meet for consideration, many of them totally ignorant of all educational principles, some bought with a price before they are elected, others prejudiced against our customs, and in favor of those of some foreign country, what is to be expected of them? We point to the legislation of such boards all over the country as an answer. But how shall we remedy this condition of things? We reply, first, by adopting the cumulative system of voting, and choosing each member by the whole people; secondly, by exacting certain qualifications of candidates, such as pedagogical experience or knowledge, certain intellectual attainments, and good moral character; and thirdly, by making women eligible to the position. It is unnecessary to present arguments in favor of these positions, for they are patent to every one, and they will probably be opposed only by those who fear they will lose the position they now occupy, and by those whose chances for such a position will be forever taken away. The adoption of such a mode of selecting members of a school board would be one of the greatest steps toward making our system in fact what it is in name; it would beget a higher qualification of teachers, a sympathy for the teachers and the schools by the people, and lead to the highest possible results attainable by our system. Surely these are sufficiently desirable to cause our largest towns, at least, to adopt this or some similar plan.

While we commend the action of the Chicago Board of Education for the standard of qualification required of those who propose to teach in the city schools, we regret that their resolution (we gave the text of it last month), is silent upon one or two very important branches, to wit: mental philosophy and theory of teaching. It is true that the other things are necessary, and also probably true that candidates will be examined in these, but they do not say so; the inference therefore is that certificates will be granted to all who pass in the branches named, even though they have never seen or heard of the science of mind, or the principles of teaching—not a wise advertisement surely. It would not be unwise to amend this resolution so as to include these latter branches.

From the programmes of county institutes sent us, we judge that they must be of much service to those who attend, many of the exercises being of such character that they can be made available in the school-room. We feel, however, like criticising, as we have done once or twice before. Since these institutes must, in a measure, take the place of county normal schools, the exercises should all be of such character that the teachers will receive instruction in their daily work. They need to be taught how to teach reading from the time the child enters school, till he leaves the highest class; how to teach spelling, writing, and all the other branches from beginning to end. But as it takes time to do this thoroughly, probably two topics, reading and arithmetic, are enough for one week's work. We notice a disposition to crowd into the programmes the whole curriculum, thus forbidding an exhaustive treatment of any one topic. In addition to this, we notice some papers are provided for each day, which consume time and usually do not benefit the teachers so much as illustration and drill work. It is a good idea to require teachers to reproduce

each morning the work of the preceeding day, thus fixing in their minds the methods and principles developed.

Papers and discussions on general school polity, simple displays of literary or oratorical talent are not what teachers need, and each county superintendent should see to it that his programme is so arranged that the greatest amount of normal work will be accomplished. Generally, teachers will take more interest in an institute if they have to pay something for it ; hence it might have a tendency to make some strive to get the worth of their money, if they were charged something for instruction, and it might elevate the character of the institute itself. They also need instruction in the principles of school management, and the laws of mind. With such daily exercises and each day's work reproduced by teachers, who should be considered a normal class, no one could leave an institute of a week without great benefit.

The National Educational Association is to meet at St. Louis upon the 22d, 23d and 24th days of August next. Arrangements are in good degree of progress, and we shall be able to announce the definite programme in the June SCHOOLMASTER. This Association embraces as departments, (1.) "College Section" with Charles Eliot, LL.D., Pres't. of Harvard University, as presiding officer; (2.) "Superintendent Section," with Hon. W. D. Henkle of Ohio, as president; (3.) "Normal Section," presided over by S. H. White of the Peoria Normal School; and (4.) The "Common School Section," with E. A. Sheldon of Oswego, N. Y., as president. The several sections will hold meetings simultaneously during a portion of the days named, and for each an attractive programme is promised. The remainder of the time will be occupied by the sections in joint convention. The exercises of the general association will consist of addresses and discussions. We are not yet prepared to announce the names of the lectures, nor the topics selected for discussion, but live issues will be discussed, and live men will be secured to discuss them ; arrangements with railroads, steamboats, and hotels are in the hands of a competent committee at St. Louis.

It is hoped that educational men will so lay their plans as to attend these meetings.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—The text-book war is not waged very vigorously this spring—thanks to the publishers for their wisdom in placing the agency department upon a higher basis. There are doubtless better books published than some now use in the schools, but changes in books are not always desirable. If we could change our style of teaching from the book to the topic, and have our teachers instructed in the art of teaching topics, and have those topics arranged in a logical or natural order, far more benefit would be derived than from any amount of book changes.

The yearly examination by the Board took place April 14, and was

admirably planned, so as to afford the same conditions to all the schools. It met the approval of principals and teachers generally. The monthly institutes have thus far been quite interesting, and for most part a benefit to the teachers, but they still lack an important element—enthusiasm. Until they can be so conducted that this most essential quality is aroused, they will be little else than a bore and a dread. What a glow and warmth a little enthusiasm begets! How it smooths the rough places, and generates strength, and arouses all the powers of one's soul! A little of this element on the part of all would make institute day one of pleasure, anticipated with delight, and accepted with eagerness.

PRINCIPALS' ASSOCIATION.—At the last meeting the Superintendent gave some account of his visit to the St. Louis schools. He found smaller school-buildings than here, with very little school-yard about them, hardly enough for all the children to stand in when ready to enter the building. The schools were less uniform than here, some being very good, others poor. School-tone was common; some teachers would be known as such anywhere by it; even their ordinary conversation showed it. The experiment of lady principals is proving a success. It was admitted however, that the best assistants are sent them from the fact that they "won't have any other than the best," thus placing the other schools at disadvantage in comparing the management of them. They pay the lowest primary teacher a higher salary than other primary teachers, making it a promotion to teach in the lowest grade; the highest grammar teacher likewise receives a greater salary than other grammar teachers, thus making higher and lower grades of equal importance. They give their grammar teachers forty pupils each, primary sixty. Music is taught chiefly by rote, though solfaing has been practiced somewhat. The lowest grade prints about one year, beginning to write when they take up the second reader. Using Leigh's method, they teach first the character representing a sound, then the sound itself; hence the word method is not used; the lower grades spend most of the time in reading and spelling. Spelling was remarkably good, both by sound and by letter. Arithmetic was not so prominent in the primary grades, fourth-reader pupils doing but very little in the fundamental rules. He found considerable effort for self-culture among the teachers, and commended it. Popular sentiment does not support the schools so well as in this city, and hence they are not so generally patronized.

The report on Language Lessons was considered and adopted, which we give in full:

10th Grade—1. Conversation.

2. Writing all the words in the grade.

3. Construction of short sentences containing one or more words of the grade.

9th Grade—1, 2, and 3, same as in 10th grade.

4. Writing sentences dictated by the teacher, with capitals, periods, and interrogation point correctly used.

8th Grade—1, 2, 3, and 4, same as in 9th grade.

5. Construction of sentences containing statements of facts observed, both oral and written, with capitals and punctuation.

- 7th Grade—1, 3, and 5, same as before.
 6. Giving description of pictures, both oral and written.
- 6th Grade—1, 3, 5, and 6, same as before.
 7. Construction of sentences differing in language, but not in thought from those of the reader.
- 5th Grade—1, 3, 5, and 7, same as before.
 8. Reproduction of incidents and stories related or read by the teacher, facts observed, and truths learned.
- 4th Grade—1, 7, and 8, same as before.
 9. Corrections of improper expressions heard during the day.
 10. Giving descriptions of objects by answering questions, the answers to be combined in a connected outline.
- 3d Grade—1, 8, 9, and 10, same as before.
 11. Giving connected statements of observations made, and truths learned.
 12. Reproducing the thoughts of the lesson in the pupils' own language.
 13. Letter Writing.
- 2d Grade—1, 8, 9, 10, 11, and 12, same as before.
 13. Instruction in the forms of business paper.
- 1st Grade—Same as Second Grade.
 14. Composition writing.

A resolution was passed asking the Board to include the Fifth Grade in the grammar department.

BOSTON.—*English High School*.—The history of this school is now receiving special attention from the fact that, upon the second of May next, it will have completed the first half century of its existence. The Latin School was established as early as 1635; and Grammar schools soon followed, and in 1818 Primary schools were opened for pupils under seven years of age. In 1820 an effort was made to secure the establishment of a school, the object of which should be the fitting of boys for mercantile life. A town meeting was held in Faneuil Hall, January 15, 1821, to consider a plan which had been adopted by the School Committee. After a full discussion by prominent men of the town, the plan was adopted with but three dissenting votes.

The school was opened May 2, 1821, under the charge of Dr. George B. Emerson, who still lives, and whose name is familiar to all acquainted with the history of education in this country. Dr. Emerson was succeeded in 1833, by Solomon P. Miles, who resigned in 1837, and Thomas Sherwin was appointed in his place. Mr. Sherwin had been a sub-master since 1828, so that at the time of his death, in July 1869, he had been connected with the school for more than forty-one years. His successor, Charles M. Cumston, the present Head-Master, was appointed a sub-master in 1848. Between four and five thousand boys have been connected with the school since its organization, and among its Alumni are numbered many, whose names are illustrious and whose deeds have done honor to their Alma Mater. The High School Association proposes to celebrate the semi-centennial in May next, by a social re-union in Faneuil Hall, and commemorative exercises in Music Hall. A marble bust of Mr. Sherwin, just completed in Florence, by Thomas R. Gould, of the class of 1853, will be dedicated then.

NEW YORK.—The salaries paid to Male Principals of schools are based upon the average attendance of their respective departments for the year ending on the preceding thirty-first day of December, and is as follows, viz: For each school having not more than one hundred and fifty pupils average attendance, two thousand two hundred and fifty dollars. For each school having more than one hundred and fifty and not more than three hundred average attendance, two thousand five hundred dollars. For each school having more than three hundred and not more than five hundred average attendance, two thousand seven hundred and fifty dollars. For each school having more than five hundred average attendance, three thousand dollars.

To Vice-Principals of schools having more than one hundred and fifty average attendance, two thousand dollars. To Male Assistants, where but one is employed in a school having more than one hundred and fifty average attendance, sixteen hundred dollars; when more than one is employed, an average not exceeding fourteen hundred dollars.

ILLINOIS.—We call attention to the sections of the proposed school law in this number, and invite educational friends to write us their views of them. It is desirable that they be freely discussed and criticised to the end that they may be improved and widely disseminated.

IROQUOIS COUNTY.—A very profitable institute was held at Onarga the last week of March, attended by a goodly number of teachers of the county. In addition to the work of the teachers of the county, others were invited both to lecture and to do institute work. The editor of the CHICAGO SCHOOLMASTER lectured one evening to a full house, on "Education through the Senses," and spent one day before the institute in disclosing methods of presenting Reading, Spelling, Grammar, and Arithmetic. The County Superintendent, the Executive Committee, and the Professors in the Seminary deserve much credit for their skill and zeal.

DUPAGE COUNTY.—The teachers of DuPage County assembled at Hinsdale, March 29, 30, and 31, and held their semi-annual institute. One hundred and twenty teachers were present from various parts of the county, and elsewhere. The institute was called to order by our able and efficient County Superintendent, C. W. Richmond, who presided during the institute. Exercises in the various branches taught in our common schools, were conducted by the teachers of the county; essays were also read, which added greatly to the interest. Some time was spent in discussing the following subjects: Mental Arithmetic and modes of teaching it; Introduction of Gymnastics in our schools; and methods of teaching Spelling and Oral Grammar. It has been the practice of our Superintendent to procure lecturers for the instruction of those attending the institute. On the evenings of the 29th and 30th, most interesting lectures were delivered, the former by Henry Boltwood, Esq., of Princeton, on "Successful Teaching," and the latter by James Claflin, Esq., of Lombard, on "Tact in the School-room." Under the management and supervision of our Superintendent, the institute has been the means of raising the standard of teachers throughout our county, it has become an

important educational agency. A spirit of progress has been awakened and its influence is felt in our schools. As a result of a mingling together of earnest teachers on occasions like this, a higher standard of attainment is established.

M. A. YALDING, Sec'y.

ALEXANDER COUNTY.—An Institute under direction of the County Superintendent, J. C. White, Esq., was held in Cairo during the last three days of March. Members of the Institute from out of Cairo spent the first day in visiting the Public Schools of the city, which were in session on that day. Appropriate and valuable addresses were delivered during the evening sessions, by S. P. Wheeler, Esq., Rev. C. H. Foote, Dr. R. S. Bingham, and J. H. Oberly, Esq. The drill exercises were conducted by teachers of the Cairo Public Schools. The attendance of teachers was larger than usual, and a commendable degree of interest was manifested by the citizens. Joel G. Morgan, Esq., was present, and delivered the closing address.

E.

MASON CITY.—Mr. F. C. Garbutt, who has been connected with the schools for some years, has been obliged to resign his position on account of ill-health. He goes to Colorado, where he hopes both to recover and to enter upon a larger sphere of usefulness. Miss Hammond, who has most faithfully assisted him, will take his place. Great progress seems to have been made the past two years in the quality of instruction, in attendance, punctuality, and consequently in the mental discipline resulting from school work.

Report of attendance for March:

LOCALITY.	No. Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Ave. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	SUPERINTENDENTS.
Chicago, Ill.,	30,710	25	28,089	26,841	95.6	7,237	-----	J. L. Pickard.
Cincinnati, O.,	27,023	20	21,708	20,774	95.7	8,724	-----	John Hancock.
Dubuque, Iowa,	2,805	20	2,675	2,375	89.0	-----	-----	Thos. Hardie.
Peoria, Ill.,	2,183	19	2,031	1,919	95.9	148	1,065	J. E. Dow.
Racine, Wis.,	1,620	20	1,527	1,498	93.1	124	-----	G. S. Albee.
Galesburg, Ill.,	1,637	20	1,484	1,404	91.6	351	416	J. B. Roberts.
Aurora, Ill.,	1,374	20	1,285	1,200	93.3	149	490	W. B. Powell.
Ottawa, Ill.,	1,359	20	-----	-----	97.7	65	822	T. H. Clark.
West and South Rockford, Ill.,	1,133	20	1,081	1,013	91.0	242	402	J. H. Blodgett and O. F. Barbour.
Litchfield, Ill.,	1,008	-----	624	593	95.0	38	250	B. F. Hedges.
Kankakee, Ill.,	830	20	734	600	91.0	213	265	A. E. Rowell.
Cedar Rapids, Iowa,	759	20	669	628	93.8	40	253	James E. Harlan.
Ottumwa, Iowa,	701	20	590	570	95.0	92	189	L. M. Hastings.
Goshen, Ind.,	682	-----	600	553	92.0	310	214	D. D. Luke.
Marshalltown, Iowa,	578	20	521	486	93.5	36	-----	Charles Robinson.
Princeton, Ill.,	555	20	527	512	97.0	63	300	C. P. Snow.
Cairo, Ill.,	544	21	497	467	91.0	39	230	H. S. English.
Clinton, Ill.,	527	25	453	413	91.0	41	236	S. M. Heslet.
Dixon, Ill.,	518	20	477	436	91.0	229	141	E. C. Smith.
Pana, Ill.,	505	20	417	395	91.3	67	195	J. H. Woodul.
Shelbyville, Ill.,	438	20	393	349	90.0	143	73	J. Hobbs.
Sterling, 2d Ward, Ill.,	430	19	363	344	91.7	99	140	H. P. French.
Mason City, Ill.,	375	20	330	320	97.0	0	221	F. C. Garbutt.
Henry, Ill.,	352	17	301	265	87.0	109	93	J. S. McClung.
North Belvidere, Ill.,	305	18	232	203	93.5	26	142	H. J. Sherrill.
Maroa, Ill.,	171	21	143	133	93.0	169	38	E. Philbrook.
Oak Park, Ill.,	169	20	103	97	94.0	8	45	W. Wilkie.

ILLINOIS OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, }
 SPRINGFIELD, April, 1871. }

PROF. BAKER:

Dear Sir—With this I hand you for Illinois Official Department of the SCHOOLMASTER for May, other sections of the pending bill in relation to schools—in continuation of those that appeared in April number.

It seems to me important that these proposed new laws should be well understood and freely canvassed by our Educational Journals and Educators.

Very truly, Yours,

NEWTON BATEMAN.

DIRECTORS.

"SEC. 35. On the first Monday of April, each year, an election shall be held in each school District, of two school Directors to serve in their respective districts for the term of three years and until their successors are elected and qualified: *Provided*, That at the first election which shall be held under this chapter, or in any new district, six school Directors shall be elected in, and for each school District, who shall at their first meeting, determine by lot, which two shall hold their office for one year, which two for two years, and which two for three years. Notice of such first election shall be given by the County Clerk at least ten days previous to the day of election, by causing not less than three written or printed copies thereof to be posted up in public places in each District.

"SEC. 36. School Directors before entering upon their duties, shall take the oath or affirmation required by the Constitution of this State.

"SEC. 37. No person shall be eligible to the office of school Director, unless he or she shall be at least twenty-one years old and a resident in the District.

"SEC. 42. Each Board of School Directors shall meet within one month from the day of election and organize by electing a President and Clerk who shall be members of the Board, and a District Treasurer who may be a member of the Board, or otherwise at the discretion of the Directors; and the times of the regular meetings of the Board of school Directors shall be fixed by resolution or by-laws of such Board.

"SEC. 43. The President shall preside at the meetings of the Board, call special meetings when necessary, take sufficient bond from the District Treasurer for the faithful discharge of his duties, sign the certificate of the assessment of district school tax, sign all orders on the District Treasurer by order of the Board, sign all reports of the District to the County Superintendent, and generally do and perform all other acts and duties lawfully pertaining to the duties of his office.

"SEC. 44. The Clerk shall keep full and accurate minutes of all the acts and proceedings of the Board, in a book provided for that purpose, prepare and attest the certificate of assessment of tax, prepare and attest all orders on the District Treasurer, prepare and attest all required reports to the County Superintendent, and do and perform all other acts and duties lawfully pertaining to his office; and for his services shall receive such compensation as the Board may direct.

"SEC. 45. Immediately after the appointment of teachers in each District, the Clerk of the Board of school Directors shall send a written list of their names and the schools to which they have respectively been appointed, to the County Superintendent, with a notice of the days upon which the ensuing terms of schools in the District will commence, and the termination thereof, as directed by the Board.

"SEC. 50. The Board of school Directors of every school District in this State, shall possess and exercise the following powers, and perform the following duties, together with the other powers and duties given or enjoined by this chapter :

1. They shall establish and keep open not less than six months, and not more than ten months, at their discretion a sufficient number of free common schools in their respective districts for the education of every individual over the age of six years and under the age of twenty-one years, in their respective districts, who will apply for admission and instruction, either in person, or by parent, guardian, or next friend.

2. They may establish and maintain one or more graded or high schools in their district, to which such scholars shall be admitted, who are, in the opinion of the Board of Directors, and of the teachers, sufficiently advanced in their studies.

3. They shall procure suitable lots of ground and cause suitable buildings to be erected, purchased, or rented, for school houses, and supply the same with the proper furniture, fuel, and other conveniences.

4. The school houses, lots, etc., in their respective districts, which are now held by township trustees, or otherwise, do hereby vest in the Board of School Directors; and they may, in all cases, dispose or sell any lot or lots and school houses, when and upon such terms as they deem it proper.

5. They shall appoint all the teachers of their respective districts, fix the amount of salary for each teacher, and may dismiss any teacher, at any time, for incompetency, cruelty, negligence, or immorality, provided that no teacher shall be employed unless he has a proper certificate of qualification.

6. They shall exercise a general supervision over the schools in their respective districts, and shall, by one or more of their members, visit every school in the district, at least once in each month in which the school is kept open, and shall cause the report of such visit to be entered on the minutes of the Board; they shall establish rules for the government of the schools, designate what books shall be used in the schools; and they may suspend or dismiss scholars from the school for insubordination or other bad conduct, or when, in their opinion, the interest of the school requires it.

7. They shall direct what branches of learning shall be taught in each school, but in each school at least the following branches shall be taught if required by the attainments of the scholars, to-wit: Orthography, Reading in English, Penmanship, Arithmetic, English Grammar, Modern Geography, and the History of the United States.

8. For the purpose of establishing and supporting free schools not less than six months nor more than ten months each year, and defraying all the expenses of the same of every description; for the purpose of repairing and improving school houses and school lots; of procuring furniture, fuel, libraries, and apparatus, and for all other necessary expenses, the school directors of each district shall annually levy a tax upon all the taxable property, both real and personal, of the district.

9. When they deem it necessary for the convenience of the scholars, the directors may cause to be erected, suitable school houses, and for that purpose or for the purpose of purchasing school lots, or school houses, they may levy a special tax, or borrow money, and issue bonds for the payment thereof: *Provided*, that they shall not levy more than one per centum tax per annum for this purpose, nor impose a debt on the district of over five per cent. of the valuation of the property of the district, nor shall they issue any bonds without a vote of the district first being duly held in favor thereof, due notice being given as in other cases of school elections.

10. But in all cases when a tax of erecting or purchasing school houses shall be levied, it shall be kept separate and distinct from the tax for ordinary school purposes, and it shall be so specified in the certificate, or a separate certificate made for the same as above provided.

11. They shall have power to determine into which school and, in case there are different departments or grades, in the same school, into which department or grade each pupil in the district shall be admitted.

12. They shall pay all necessary expenses of the schools, by orders on the District Treasurer, signed by the President and attested by the Clerk, the same being ordered by the Board and entered upon the minutes.

13. They shall publish at the close of each school year, by publication in a newspaper in the county, or by putting up in at least three public places in the district, written or printed hand bills, a statement of the amount of money received and expended, during the previous school year, setting forth from what source it was received and for what expended, which statement shall be prepared by the Clerk and District Treasurer, and submitted to the Board of Directors for examination and approval, before it shall be published.

14. Directors of different districts may make arrangements for pupils to be sent from one district to another, if the pupils desire it, and the expense of such instruction shall be paid as may be agreed upon by the directors of such districts, by resolution or agreement, to be entered upon the minutes of the respective Boards.

15. If the Board of Directors shall keep any school in their district, open during a longer term than other schools in the district are kept open, the school so kept, shall, during the excess of time, be open and free to all the pupils of the district, qualified for admission into the same.

16. No person shall be excluded from school on account of the race, color, or religious opinions of the applicant or scholar. Directors may establish separate schools for colored and mulatto children, when there are not less than twenty such pupils to be accommodated, and whenever such separate schools are established and kept open not less than six months in the year, they need not admit such pupils into the other schools of the district.

17. They may appoint the Clerk or some other member of the Board, District Superintendent, whose duty it shall be to visit all the schools in the district at least once a month whilst they are in operation, and report the conditions of the schools to the Board, and do whatever the Board direct him to do, and for such services he shall receive such compensation as the Board shall deem just.

19. School Directors shall not, by virtue of their office, be exempt from road labor or from serving on juries, but they shall receive one dollar per day for each day necessarily spent in the duties of their office, to be paid by the District Treasurer, on the order of the Board.

20. The School Directors of two or more adjacent school districts may unite in forming a high or graded school upon such terms as they may respectively agree upon, in which, in addition to the branches required to be taught in common schools, instruction shall be given in General History, Book-keeping, Surveying, Geometry, Algebra, Natural Philosophy, Latin, and the Civil Polity of the State, and of the United States, and such other branches of education as the Directors may deem advisable.

ILLINOIS NORMAL.

AARON GOVE, NORMAL EDITOR.

The election for the Spring Term was exciting among the Philadelphians. Miss Lottie Blake and Mr. Walter Hayden were the candidates for President. Miss Blake was elected by six majority. After the result was declared, some differences of opinion existed on constitutional points, but were amicably settled by the decision of a Board of Referees appointed for the purpose, consisting of Pres. Edwards, Dr. Sewall and Prof. Cook. The other officers elect, are V. P., Mr. O. Wilson;

Sec'y, Miss Amelia Kellogg; Ass't. Sec., Miss Fanny Esterbrook; Treas., Mr. Chas. Brown; Lib., Mr. Greely; Chorister, Miss Mary Gorham Eldredge.

During the next few months, many who have been students will receive a circular letter of inquiry from the Normal. As is stated in that letter, "the information sought for is very important." Let all our friends be prompt to heed the requests.

A pleasant episode occurred at the residence of Prof. Metcalf, just previous to his departure for Europe. Section F., the class of '73, hoping to surprise the Professor, took possession of his house during his temporary absence; on his return he was surprised to find so many visitors at a late hour in the evening, but comprehended the situation, when Miss Eldredge, of Dwight, in the name of her class, presented the Professor with an elegant dressing-case. After thanks from the donee, the company indulged in a short chat, then returned to their rooms. Opportunities are rare when so fitting a gift can be so fittingly given. Prof. M. takes with him to the continent the love of five hundred personal friends in Normal. We expect to be able in our next issue to present correspondence from the Professor.

Dr. Vasey lectured to the Phils., March 25, on "Whence and Whither." Prof. Hewitt, the critic spoke in high terms of the lecture.

During the extra sessions of the Phils. in March, much skill on the part of the presiding officer must have been required to hold the meetings within due bounds. Keeping a true record must also have been a task somewhat intricate. Mr. Blount and Miss Ray can be recommended as a model President and Secretary, in times that are trying..

In the Phil. March 25, Profs. Stetson and Cook argued against annexing San Domingo. Dr. Sewall and Prof. Baker were opposed in opinion. The Society was convinced by the negative.

The trio by Misses Smith, Overman, and Eldredge in each Society, March 25, was beautifully executed.

Miss Bandusia Wakefield of class '65, is doing Prof. Metcalf's work during his absence. There will be little time for play under her tuition. Miss W.'s reputation as a scholar is high.

The people of Effingham have undergone a revolution in sentiment in school matters. Two years ago a large majority were not in favor of the Free School system. In February Pres. Edwards lectured there, and a lively institute was held. A vote has recently been carried for more school room, and \$20,000 appropriated.

The first teacher's institute ever held in Mississippi, was conducted by Prof. S. W. Garman, of the Miss. State Normal, at Lexington, Holmes County. A permanent organization was effected, and a good time had. Prof. Garman was assisted by Messrs. Holmes, Dyson, Powell, Hancock, Misses Cilley, and Dennison.

Among the Resolutions we find the following:

Resolved—By the Holm's County Institute, that our thanks are due Prof. Garman for his kind help in organizing our Institute, and his very efficient suggestions as to the various method of instruction.

The *North Mississippian* adds: "All honor to Holmes County, its Superintendent, and its teachers."

The exhibition of the Wrightonian Society, on March 24, was quite well attended and added about \$80 to the treasury. The great length of the entertainment marred the pleasure of many; this annoyance was increased by undue time between acts. The costumes were unusually fine and appropriate. The music of the evening is spoken of as never having been excelled in Normal Hall. "Sleep We'll," and "When Shall the Harvest Be," deserve especial attention.

The SCHOOLMASTER has before spoken of "Lashed to the Mast," as sung by the six gentlemen. It was an effective close. The piano solo of Miss Getty could not be appreciated, on account of noise in the audience; that of Mrs. Moffat had better success. "Jacob's Dream," when exhibited, caused many to inquire for "Jacob." The character was not seen by the audience generally. Miss Allie Ford surprised and delighted her friends in her rendering of Dilly in the drama. Miss Ford has few equals in character of that sort. J. Gaston as Bob Winders, was a

success. The drama as a whole was excellent. Not so much praise could be awarded "Box and Cox." Mr. Holcomb's oration deserves mention for its ability, especially when the haste with which it was prepared is considered. Miss Wright's essay excelled in fine imagery. As printed programmes were in the hands of the audience, we thought the announcements by the President might have been omitted. Although financially this exhibition was not equal to some previous ones, success in all other respects.

The Phils. have added to their hall by placing a magnificent carpet on the floor.

Prof. Baldwin, of the North Missouri State Normal School, spent a week in Normal in April.

Ben. C. Allansworth of '69 stopped at Normal recently, on his return to his school at Elmwood. His Board had given him a vacation of two weeks on account of ill-health.

Chas. Crandell of '69, has made Normal his home. Mr. C. is not teaching this year.

Geo. Manning of '69 stopped to look at us during a trip from Jacksonville, where he is teaching.

Will Smith has been obliged to leave his school at Granville, for a brief vacation on account of illness.

John R. Edwards, class of '67, died of consumption, at the residence of his father-in-law, at Hyde Park, Ill., on the morning of April 13th. Mr. Edward's disease was induced by wounds received while in the service. When he left Normal, he took charge of the school at Evanston, where he remained one year. The second year he taught in Hyde Park, and the third year he was principal of one of the Peoria schools, until ill-health compelled him to leave the school room and return to Hyde Park, where he resided till his death. Mr. Edwards was born in 1839, in Northern Ohio. He entered the U. S. service at Oshkosh, Wis., early in the war, was wounded at the battle of Perryville, within six weeks of his enlistment, but remained in the Invalid Corps till the close of the war. He entered Normal in 1865, one year in advance on account of previous work in St. Louis Normal School.

The Topographical and Geographical survey of the Green and Colorado rivers, in charge of J. W. Powell and A. H. Thompson, left Normal for its destination, April 20th. The *personnel* of the party is as follows:

Maj. J. W. Powell, geologist; A. H. Thompson, curator of museum at Normal, topographer and astronomer; Capt. John F. Stewart, Plano, Ills., assistant geologist; Capt. F. M. Bishop, Bloomington, Ills., S. B. Jones, Belle Plain, Ills., assistant astronomers and topographers; J. H. Beman, New York City, photographer; Clement Powell, Naperville, Ills., assistant photographer; F. H. Dellenbaugh, Buffalo, N. Y., A. J. Hattan, Belle Plain, Ills., G. Y. Bradley, Elmonte, Cal., general assistants. The party go with all necessary instruments for making a thorough geological and topographical survey of the above mentioned rivers. They will embark on Green River at Green River City, about the first of May in three boats built for the purpose—the "Emma Dean," "Nellie Powell," and "Canonita." The party will proceed down Green River to the junction of the Grand, receiving supplies at one or more points, then down the Colorado as late as the season will permit, and encamp for the winter either in Southern Utah or Northern Arizona. Re-embarking the following spring, they will complete the exploration of the grand canon to the Rio Virgin. Mrs. Powell and Mrs. Thompson accompany the party. The ladies will spend the summer in Salt Lake City, and join their husbands when encamped for the winter. The SCHOOLMASTER will be furnished with regular monthly letters concerning the progress and success of the expedition.

Spring term opened on the 10th, with an enrollment of 314. For the first time in ten years, there are more men than women—159 men, 155 women. The entering class has 60 men and 19 women. A large majority of this class are from the southern half of the state. Classes were all at their regular work on Tuesday. The model school is in about the same condition as at last year's spring term.

BOOK TABLE.

Chambers' Encyclopædia, Edition of 1870. J. B. LIPPINCOTT & Co., Philadelphia. Parts xxix to xxxvi, 60 cts. each.

These parts maintain the excellence which the first numbers of the revision manifested. The articles are well written, and contain the latest information on each topic. For example, the history of France is brought down to the siege of Paris, Oct. 1870. The illustrations continue to be a prominent and valuable feature, especially in natural history and the mechanic arts. For the general reader it is invaluable, for the teacher it is perhaps the best, being sufficiently full, and illustrated, and within his means, costing, when completed, only fifty to one hundred dollars according to style of binding.

Pen Photographs of Charles Dickens's Readings. Taken from life. By KATE FIELD. New and enlarged edition, with illustrations. JAS. R. OSGOOD & Co., Boston. COBB BRO'S., Chicago.

These papers first appeared during the visit of Dickens to this county, while our people were electrified with his readings. Since his death they have been revised, and illustrated, and placed in permanent form. Miss Field not only admires her subject, she worships him, and on every page her dramatic ability, her enthusiasm, and independence of thought are apparent. The book is a critique upon him as well as a photograph of him, and gives the reader a clear insight of the man and a comprehensive knowledge of his works.

Poems. BY BRET HARTE. JAMES R. OSGOOD & Co., Boston.

This book is having a wonderful run. It can hardly be kept on the counters of our best booksellers, so great is the demand for it. And there does seem to be a buoyancy and freedom about it that are attractive and "pat." Still we cannot help wondering why it is so great a success. There is scarcely a thing in it that will bear a second reading. Of course it is intended to be ephemeral, to please only for the moment, and then to be forgotten like the thousand other merely pleasurable and momentary things. If it will produce a healthy relaxation, a good laugh, it will not be in vain, but simply these do not account for the great popularity of the book. It is unnecessary to remark upon the public taste that is satisfied with poetry of this kind.

Our World, or First Lessons in Geography, for Children. By MARY L. HALL. GINN BROTHERS & Co., Boston. FRED. B. GINN, Chicago.

This book is intended for children from eight to ten years of age. They should be able to read well before having it placed in their hands, but could be taught what it contains by hearing the teacher read it. It presents many geographical facts in a pleasant manner, and cannot fail to interest the children highly, if used by an intelligent teacher. It is quite possible, however, that this style of book would be a failure if not taught by one who could teach equally well without any book at all. The aim should be to put them into the hands of teachers and let them teach orally what they contain. Knowledge presented in the form of reading exercises, often containing only dry statements, does not lodge with the child unless enlivened by the live, enthusiastic teacher.

The Atlantic (James R. Osgood & Co., Boston. \$4 a year.) for April is a most excellent number. Mr. Field's "Whispering Gallery" continues its interesting reminiscences of Hawthorne.

Old and New (Roberts Brothers, Boston. \$4 a year.) for April was unsurpassed by any previous number. It is one of the best and most prized of our exchanges. It has a field of its own and is distinctively eminent in it.

Every Saturday (James R. Osgood & Co., Boston. \$5 a year.) grows better with each issue. Devoting its columns to the governmental polity of this country, and to the interests of this people, it cannot fail to meet a hearty response from the reading public. Its illustrations of home subjects are not always so good as they should be.

Scribner's Montly (Charles Scribner & Co., New York. \$3 a year.) has a freshness that wins. Its position on social questions will give it the favor of all high-minded people.

The Eclectic (E. R. Pelton, New York. \$5 a year.) for April is rich in good things, and will be greatly enjoyed by its readers. Its pages are full of philosophy, science, and choice literature.

Littell's Living Age (Littell & Gay, Boston. \$8 a year.) is each week a welcome visitor. The variety of matter, and the excellence of most of its selections have justly given it a host of interested readers.

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HAS THE NORMAL SCHOOL BEEN SUCCESSFUL?

If we take the testimony of eminent educational men in all parts of our country, we shall find that, with a degree of unanimity profoundly impressive, they answer the above question in the affirmative. Horace Mann, Henry Barnard, Geo. S. Boutwell, Barnes Sears, Josiah L. Pickard, E. E. White, J. P. Wickersham, John Swett, John D. Philbrick, Joseph White, and many others, among State Superintendents, have, in their published writings, always spoken of the Normal School, as it has existed in the United States for the last thirty-two years, in terms of high approval. They have habitually referred to it as having contributed in a higher degree than any other instrumentality, to the improvement of educational methods, and the uplifting of the free schools. To these names may be added those of a large majority of the most prominent and thoroughly successful of the teachers of the country. Everywhere in recent years, educational men seem to take it as a fundamental maxim, that nothing can be done more favorable to education than the establishment of a Normal School.

It is not meant that all this vast weight of authority is thrown into the scale as against all change, or all improvement in the methods and facilities of Normal Schools. They are simply cited in favor of the position that these institutions, *as they have been and are*, meet the educational wants of the age more fully and satisfactorily than any other one instrumentality. Nor is it meant that these eminent men have formally taken up the cudgels in defence of what they are here declared to favor. Many of them are not of a controversial turn of mind, and most of them find more useful ways of becoming famous, than to go about provoking disputations. Most of the testimony to which we have referred is incidental, and on that very account all the more valuable. These men speak not as men who have a personal interest to promote, or a pet theory to

defend, but they speak like impartial seekers for the truth, like fair-minded men, glad of help, from whatever source, in the great work of education.

And as a consequence, State Normal Schools have, in these latter years, greatly multiplied, not only in places which hitherto have known them not, but also on the fields of their ancient triumphs. To-day the number of these institutions in this country is nearly four times what it was ten years ago. Then there were ten, now there are thirty-eight. Of the increase five are in New York, where the experiment has been on trial since 1844, and four in Pennsylvania, where a school has been in operation since 1859. That is to say, near three-fourths of all such schools now existing have been established within less than the last third of the period that has elapsed since their first introduction into our country. Or in other words, the better they are known by educators and people, the more they are multiplied.

And if the increase in cost is considered, the ratio will be vastly greater. The newly organized schools are mostly well endowed. But not only so; the older ones are now sustained with a liberality of which their founders seldom dreamed. In 1857, it was with the utmost difficulty that the institution at Normal could secure an appropriation of \$10,000 per annum. The legislature that has just taken a recess, has secured for the two coming years, an annual income of about \$32,794, and that without formidable opposition. And in other States a similar condition of things exists. In the number of students too, there has been a gain quite in proportion to the increase in the number of schools and in their annual expenses. The lonely three who first greeted Father Peirce at Lexington, had expanded, in 1870, into an army of 7,834.

These are a few of the facts in the honorable annals of Normal Schools in America. It would be difficult to imagine more convincing proofs of success. The multitude, for short periods, often goes astray. The mass of men, judging of things from a superficial view, may often approve where solid merit is wanting. But the judges in this case,—those who give the cue to the public opinion,—are thoroughly acquainted with the matter in hand. Nay, more, they are men strongly interested in commending only what is truly worthy.

And yet, from the time of the first establishment of these schools in this country, down to the present, it has happened once in every few years, that some wise man has discovered that they are of no use. Periodically it has been asserted that Normal Schools have been a failure. Like the discoverers of perpetual motion, these inventors of disaster have

reproduced the same old complaints with the regularity of the decades. It matters not that they have been many times refuted. In each new iteration they find a new champion, and each effort requires a new hand. We have had personal knowledge of a number of the discussions thus provoked, and we never knew the same parties to undertake twice the demolition of Normal Schools. But others come in due time, and rediscover the theories that previous discussions have repeatedly buried.

The last of these oracular utterances comes to us from Michigan. It is in a lecture, "published by request." The old discovery is clearly and definitely stated. "It must be confessed that Normal Instruction in this country has been a signal failure." Must be confessed? By whom? How many men of brains, and judgment, and knowledge of the subject have thus far come to the confessional?

And why is it assumed that "Normal Schools have been a signal failure?" Chiefly, it would seem, because this writer "has never seen such teachers [Normal graduates] who even pretended to any knowledge of educational principles." This is truly bad,—especially for the lecturer, and we see no ready way of correcting the evil, except for him to be more choice in the selection of his company. Perhaps we are in error, but we have deluded ourselves with the idea that several Normal Graduates within the range of our limited acquaintance not only pretend to, but actually possess, a knowledge of educational principles.

Let us briefly notice certain assumptions made by those who are so free in their depreciation of Normal Schools.

1. The first is, that if a Normal School imparts instruction in anything besides the Science of Education, it is so far forth, entirely identical with an ordinary school, or "Academy," as these gentlemen are fond of saying. This we utterly deny, and we have no hesitation in affirming that the assertion seems to us to imply a very superficial knowledge of the earnest thorough work of a Normal School. With the teacher of teachers, the question of "how" is always the uppermost; with the ordinary teacher this question is less emphasized. With the ordinary teacher the results may be the chief thing sought; with the Normal instructor the process is ever the most important. More than this. Not only are processes more important than results, in Normal work, but the additional question, "How should this be presented to pupils" is always pressed home upon the learner. We affirm, therefore, that in a teacher's seminary, any given subject, as mathematics or language, ought to be taught with a professional intention which would be out of place in an ordinary school or college.

Again, an institution established and carried on for the training of teachers will from that very circumstance do more for them than if this purpose were wanting. Every institution of learning has some main animus. There is some central interest around which all other interests are grouped. Other things may be taught, but not with the energy and unction that goes into the main purpose. If a school has any life, it will be exhibited in this leading department. Hence a school for the training of teachers, will, if there is any good in it, do that comparatively well.

2. It is also affirmed that every institution must conform to an idea, and that existing Normal Schools do not conform to the Normal idea. The first of these affirmations we allow; the second we deny. Every institution must be the expression of an idea. But who, in any given case, can fully grasp and state that idea? Can any man who gets lectures "published by request?" And if the idea is clearly and fully stated, who shall judge whether a given institution expresses it or not? Surely not every man who spins a theory upon the subject. Some acquaintance with the facts would seem to be necessary. Ideas are very elusive things. They are often but vaguely discerned. They come slowly into the knowledge of men. And those institutions which best express the great ideas that have moved men, have not come forth from the brain of some dreamer, as Minerva from the head of Jove. Slowly have they worked their way. One by one their imperfections have been removed. It takes the experience and lives of generations of men to impart to an institution its full strength. The Normal School is now making a constant and healthful progress, all assertions to the contrary, notwithstanding. Its processes and methods, its philosophy and its plans, are undergoing the most rigorous examination, day by day. On the part of Normal School instructors there is an eager desire for increased light. They are quite aware that with all its excellence, the institution is imperfect. But they have too much sense to throw away the substantial power that has already achieved so much, and to embrace in its stead the phantom recommended by theorists.

3. It is not true that the amount of professional instruction imparted in these schools is so small as is sometimes contended. We have not at hand the authorized schedules of the different Normal Schools of the country. But we are tolerably familiar with the requisitions of at least one of them. In the curriculum of that one, work strictly professional runs through a period of ninety-five weeks. And this work is rigorously insisted upon, and if not satisfactorily done, it is required to be taken a second time, or until it is thoroughly mastered. Concerning the state-

ment that this professional course "shows to best advantage on paper," we have only to say that one of old apologized for the statement "that all men are liars," by pleading that it was said in his "haste." We trust that there is an equally good explanation of the present insinuation.

4. The plan of establishing a Normal Department in a College or University, which is so much lauded by theorists, has not in practice proved so successful as the Normal School, pure and simple. For here again the croakers offer us nothing new. Only in two States of the Union does this scheme remain in force to this time, and in both these States the prominent educators are exerting themselves to the utmost to establish regular State Normal Schools. On a point like this no man's theory is worth a rush as against the result of a fairly conducted experiment. The only proof of the value of an institution is its adaptedness to meet the public wants.

Measured by this standard, the success of the State Normal School has been wonderful. Of all these schools ever established in the country, *only one has ever been discontinued, and that one, we have just learned, has been this winter re-established.*

If Normal Schools have been such a failure, how comes it about that so many pupil-seeking private schools have their normal departments? Why has the word "Normal" been so largely borrowed by institutions that have no legitimate claim to it? Why have the projectors of schools for children so largely appropriated the name of "Model Schools"? Men do not counterfeit a worthless coin. Only valuable things are in danger of being stolen.

No, Normal Schools have not been a "signal failure," and we do not hesitate to add, that in our opinion, no first-class educator in America will risk his reputation by putting forth so preposterous an assertion.

GENERAL TEACHING WITHOUT TEXT-BOOKS.*

It is a fact easily demonstrated, that the world knows very little, comparatively speaking, of the truths of nature. As the benefit derived from the knowledge of such facts is great, it is well worth the teacher's attention, and it ought to be a part of his work, to teach children to observe and be able to tell the result of their observations.

If a daily exercise could be introduced into every school, combining

*The writer is not theorizing, but stating facts as they occurred in her school.—Ed.

as a result, a knowledge of some of these common truths, with the power to express them in good language, the beneficial effects would not be long in presenting themselves; and more than this, the good gained would be of life-long value to the pupils.

Let us look into the school-room for a short time; here is the class—Lizzie, Alice, Frank, Willie, etc., before me, the oldest perhaps ten. How many of you have a cow at home? Yes, nearly all, and those who have not can go home with Frank, who I am sure will be glad to show you his cow, after school, and each come to-morrow able to tell me three things about the cow you saw.

The next day Frank brings in on a slip of paper the result of his observations, which is this: The cow is about five feet tall, and six and a half feet long; color, red; the hoofs are split. Alice adds to this list the fact that the cow chews the cud. Charley is eager to state something he discovered, which he thinks the others do not know, namely, the fact that the cow has no upper front teeth.

Having spent perhaps ten minutes in finding out what the children have gathered from their observations, I ask Lizzie to make a complete sentence which will describe the color of all cows; after this is given and corrected, if necessary, by pupils and teacher, all take slates and each writes a sentence of his own, expressing the same thought Lizzie has expressed orally.

Charley may now read his sentence, spelling each word as he reads, naming the place of periods and of such other marks of punctuation as he may be able to place correctly, and also the place of capitals; after this reading the class make corrections, offer suggestions, and remodel their own work if necessary.

Frank told us that the hoofs of the cow are split. How many knew that before? Who knows of a word which we could use in the place of the word *split*, in this sentence? Harry, who has looked in the dictionary for what is said about the cow, is ready with the word cloven, which is substituted, and the sentence is written and corrected as before.

The half hour devoted to this exercise is now at an end; and, as the class passes from the room, I ask Willie, who has been paying little attention and showing no interest, if he will find for me the horns of a cow for to-morrow; he assents, and to-morrow he will doubtless have something to say about the horns, if he should bring them, and thus will be led into the work.

The following day the class takes up other facts on the same subject, and so on till at the close of the month, the class will be able to write a

composition, stating many facts, which the majority of their parents could not, having the practice in writing, spelling, and also the forming of sentences and combining them so as to form a complete essay.

The work of the teacher in these exercises seems to be slight but the overcoming of temptations to tell the pupils, and thus lose more than one half of the benefits of the work, rather than to lead them to tell him, together with the constant watchfulness necessary in order to avoid any flagging of interest on the part of either pupils or teacher, necessitates real labor.

JUNE.

The skies are blue; the sun is bright;
 Nature her greenest carpet weaves;
 The summer cloud floats, thin and white;
 The breezes toss a sea of leaves:
 'Tis June, but still my spirit grieves.

For memory turns to other Junes,
 When life was young, and hope was high,
 When birds to me sang sweeter tunes,
 As days with glorious dreams went by;
 And I forgot that dreams must die.

Oh, days of youth! Oh, Junes long fled!
 Your flowers once lost no more may blow;
 Oh, dreams and hopes, now cold and dead,
 How vain! And yet, ye thrilled me so,
 When roses blossomed long ago!

Oh, blooming Junes of years to come,
 When I shall thrill and sigh no more;
 When this complaining tongue is dumb,
 How will ye shine the green earth o'er,
 And, in young hearts, your gladness pour!

Be still, sad heart, for what am I
 O'er Junes I may not see to weep?
 Rejoice that while the years shall fly,
 Nature her bounteous course shall keep,
 And hearts be glad, though I shall sleep.

READING.

What is the character of your exercises in reading? Are they stupid and wearisome? Are you obliged to assist the pupils in the pronunciation of the long words? Will they make the author violate all laws human and divine and yet march on with undaunted courage to the end of the paragraph? Do the pupils think it unnecessary to study the lesson? Are you yourself prepared to put the author's statements into good English of your own? Have you in your mind a definite object to accomplish? What is that object?

The same general principles are to be applied in the teaching of all classes in reading, but are not to be emphasized with equal force. All must become familiar with words and their meaning. Thus, *weight* may mean to the child that which renders bodies difficult to move, while to the more thoughtful student it may mean the invisible arm of God that holds the revolving spheres in their appointed paths. It should certainly mean something clear and definite to each.

Elasticity may mean to the child the bounding ball or the flipping rubber; to the adult this, and the rushing locomotive; to both a reality.

In short, every word should convey a clear, distinct message to the brain. So all must have culture in distinct articulation, flexibility, and power; yet the strong and obedient vocal muscles of the advanced pupil will hardly need the careful, patient drill of the weak and inexperienced vocal organs of the child.

I suppose the chief difficulty with reading classes in general is the low or limited aim of the teacher. Reading, to too many, means simply the saying over of the words of the lesson; well, if possible, but yet saying them. That these words are but the garments of thought is, I fear, sometimes forgotten. Yet what is reading if it is not understanding or expressing ideas? Of what value are words if they do not convey thought? Are they not as useless as Toodles' door-plate or his watch boxes? The true advance of the pupil is measured, not so much by his ability to call words readily as by his power to understand their significance. Education is for development, and nothing else. To the extent that reading assists in this good work, it is valuable, and only thus ~~far~~. Of what use is it for the pupils to make certain vocal noises if each is not the suggester of an idea?

The pupil, then, must be taught that these words mean something. If he reads that John has a dog, it should bring to his mind some juvenile John of his acquaintance, who is equally fortunate.

He should be questioned as to the meaning of sentences. Curiosity must be aroused, thought excited, and only then will the pupil progress. Something should be learned respecting the authors of the various selections; it helps, many times, to a clearer conception of the thought. Each lesson should be examined until the force of what is said is seen, and can be put into good English by the pupils. Many things will come up in all classes, large and small, which can not then be explained by the class. If small, let them ask their parents; if older, consult dictionary or encyclopedia and settle for themselves the difficulties that arise.

No other exercise is capable of such variety. All the varied shades of thought and feeling are to be appreciated and expressed. Words with their mystical meaning lie waiting the zeal of the inquisitive searcher and the exercise, from the dull monotonous droning of unmeaning words, is changed into an hour instinct with life and interest.

But the influence of the reading lesson should not end with the recitation hour. Proper habits are to be formed; healthful tastes inculcated. How long can the sensational literature of the times stand the comparison with the purity and elevated sentiments of the masters of our tongue! Given well fixed habits of reading and a fair number of books, and though the pupil graduate only from the grammar school or backwoods district, he will still become a scholar in no mean sense. What other study confers such a harvest of power? In a certain sense the reader is a pioneer. He starts unaided; no finger-posts stand near to guide him; no conveniently written answers tell him when he is right, but results are achieved only by individual exertion, and he is his own judge of their correctness. To be a good reader, then, is to have no mean power. It is to have the key of the storehouse of thought, where lie garnered the treasures for whose winning men have patiently toiled through the years. Let us awake to the demands of the times, and speed the day when our reading shall be something more than noise.

DOGMA IN THE SCHOOL-ROOM.

Clergymen have been accused, and often justly, of dogmatism and imperiousness, of preferring assertion to argument, dictum to demonstration; of contenting themselves with a simple "you must," "you shall," "it's true," "you are a fool or a reprobate if you don't," and the blame of their offence is laid to the charge of religion. But, perhaps the fault lies here rather, they are men, and it is human to dogmatize, and they are

teachers by profession, and dogmatism is the teacher's besetting sin. For the school-room as well as the pulpit is profaned by excess of assumption and categorical statement. We all delight to play the dictator, the tyrant to those who are in any sense below us. It is the neatest and speediest way in vogue to crush opposing opinions and stop troublesome mouths, by letting fly at them with a dogma. It saves time and the annoyance of answering questions and meeting objections. And one must understand before he can prove or explain, while it is easy to extemporize assertion; the laziest and most ignorant can propound a dictum to perfection and stigmatize whoever hesitates to accept it, as a mule or a dunce. Besides, the teacher is adult in years, while the pupils are mainly children and youth. He is above them, too, by his position, and he has been over the subject time after time, until it is all plain to him, and so to doubt or fail to understand seems unfit and unreasonable. Or else he finds it dull business to be everlastingly adapting truth to the grasp of feeble or uncultured minds. And so, for various reasons, dogma retains its seat behind the teacher's desk, and makes its blighting presence felt in the recitation.

It is not to be forgotten, however, that often on dogma we must rest, with dogma we must be satisfied, since back of dogma we cannot go. We may and we must assume freely and assert roundly, not scrupling to set forth, "It's so, I know it, though I can't say just why or how," "You must take somebody's word for it." The alphabets, the multiplication table, Kepler's laws and Fraunhofer's lines are dogmas of the sublimest sort; while the Greek conjugation and English etymology and pronunciation are as categorical as Calvin or Wesley. Why is a rose called a rose? Why, the bestowal and the retention of that name are abominably dogmatic. Why does the heart beat? Nature is an arrant and universal dogmatist. Who can detect the presence of cosmical ether, and yet who doesn't believe and know that the universe is full of it? In every branch of study are a host of questions much too dark and too deep for the wisest. Young and old we must take for granted, must repose in authority. And it is an essential part of true education to ascertain the limits of knowledge, beyond which we cannot go, beyond which, words are only the fruit of learned folly, and logic is extremely illogical, and faith, humble and patient, is wiser far than boastful reason. Hence the best teacher is foredoomed to dogmatize, is categorical because he ought to be, and because he must be.

But notwithstanding this limitation and qualification, it remains true that dogma is to be counted an evil to be shunned, and the minimum of dogma is to be sought. The curiosity of the pupil should be sharp-

ened, not dulled. Investigation should be carefully encouraged, cultivated, insisted upon. A continual drill should be kept up in thinking, querying, doubting, by asking wherefore and how. With every statement should be coupled, so far as is possible, the reason on which it is based. Better be shamed by the enforced confession of ignorance, than check the youthful desire to trace truth to her hiding place and spring.

The evident tendency to discard dogmatism in the school-room, and to substitute reason, explanation, demonstration is one of the most cheering signs of the times. Children are carried along in their studies no farther and no faster than they can understand and appreciate. It isn't counted enough to learn the rules of arithmetic and grammar, to "do the sums" and parse; but the philosophy, the poetry and the hidden meaning of figures and of language are unfolded and simplified to the comprehension of the child. Not the memory only is educated and employed, but the eye, also, and the imagination, and the judgment, and the logical faculty. By all the best educators dogma is dethroned and dishonored, and discarded as a hated relic of former ignorance and tyranny.

D. L. LEONARD.

NATURAL HISTORY IN PUBLIC SCHOOLS.

The utility of the Natural Sciences as a means of developing the observing and reasoning faculties is conceded to be very great. Hence the substitution in some colleges, of a scientific course for a classical one. But, in our public schools very little has yet been attempted toward a practical cultivation of the sciences. Education in schools is so much of a stereotyped affair, that it is extremely difficult to introduce any important changes. Indeed, the curriculum of the schools is so generally accepted by teachers as a *necessity*, that very little time is spent in devising means of improvement, or in changes of method. Six hours daily of the early life of our children is foredoomed to a monotonous course of Arithmetic, Grammar, Geography, History, etc., in which the memory is cultivated, but little exercise of original thought and observation of Nature is attempted. The teacher who shall successfully reduce to system some plan to combine the study of Nature with the ordinary pursuits of the school will deserve to be counted as a benefactor of no ordinary rank. In the hope of throwing out some hints in this direction, we present these thoughts.

Suppose a teacher at the beginning of the spring term shall say to his school: Now we want to learn something of Nature—there are many wonderful forms of matter, many wonderful developments of life to be presented during the coming season, which it will do us good to know something of. We will fit up some shelves in a suitable part of the building and appropriate them to a collection of objects of Natural History. This shall be our school Museum. We will provide some wide-mouthed vials or small bottles, or paper boxes, to hold specimens of seeds and fruits; we will have some shallow boxes with glass covers to contain insects, and on other shelves we will arrange samples of rocks, minerals, shells, and other objects. We will have a few drawers or some large paper boxes in which to keep specimens of dried plants, of leaves, or of flowers.

Here, now is an object presented which will awaken interest and arouse the energy of every scholar. How to direct that interest and utilize those energies, so that they may be a perennial spring instead of a momentary ebullition, is the great problem to be solved. The teacher will find many good suggestions as to the manner of studying plants in Miss Youmans's First Book of Botany. Other plans will occur to a teacher who takes hold of the subject in earnest.

Suppose we say to a class, we wish you to collect specimens to illustrate the various forms of simple leaves, as round, oblong, oval, elliptical, ovate, lanceolate, obovate, linear, etc. Let these specimens be pressed and dried, then fastened on sheets of paper, and the form named under the specimen. The same course may be pursued with reference to the various forms of *divided* leaves, and of *compound* leaves. Then, they may be required to collect and arrange them with reference to the apex and base, as obtuse, acute, acuminate, emarginate, cordate, hastate, etc. Again, they may be classed as to the condition of the margin, whether entire, serrate, dentate, crenate, sinuate, etc. Another exercise might be to arrange leaves with reference to their situation on the stem, *i. e.* alternate, opposite, whorled, sessile, clasping, perfoliate, etc. A similar course might be pursued with respect to flowers and kinds of inflorescence. Another very interesting and useful undertaking will be to make a collection of seeds and fruits of all kinds.

Small vials or paper boxes should be provided to keep them in, and the variety that can be collected will be astonishing. In this manner the pupils may, at the same time, learn the characters of different kinds of seed-vessels, capsules, achenia, follicles, legumes, silicles, berries, drupes, etc.

Another enterprise in which the boys may be expected to engage with zest and profit, will be to make a collection of different kinds of woods. The specimens should be sections, at least six inches long, and four to six inches in diameter, split and planed so as to show the color and texture of the wood, and the character of the bark. Specimens of the leaves and flowers should also be preserved of the same trees or shrubs, so that a complete exhibit may be made of the distinctive features of each species. Probably in the course of one or two seasons fifty or sixty different kinds of woods may thus be represented in the school cabinet. In this Museum a practical acquaintance with the appearances of different kinds of trees and woods will be acquired which will be of great value. A boy that is trained in this way will soon know the name and nature of every shade or ornamental tree on the sidewalks of his town or city, or will be able to go into the woods and distinguish not only a hickory from an elm, or an oak from an apple tree, but will be able also to distinguish the different *species* of oak, elm, or ash, and point out their peculiar features.

In classes of advanced scholars an exercise of great profit will be to obtain a practical knowledge of some of the most important *families* or *orders* of plants. In order to accomplish this, we would suggest a thorough study of representative plants. For instance, let the pupils take up and make a thorough analysis of a *wild* rose, of an apple blossom, of the strawberry, blackberry, cherry, plum, and thorn. When these have been individually studied, let an abstract be made of the features or characters which are common to them all, and we shall then have an outline of the great Natural Order *Rosaceæ*, or Rose-like family, and shall be able to recognize with little difficulty other members of the same family. So also we may proceed with the Pea-family. Let the scholar take some of the commoner representatives of this family—the pea, the bean, the clover, the lupine, the wild indigo plant, the black locust, the honey locust, and the red-bud. Let them be separately studied, and then grouped according to the principal and most permanent characters, and the pupils will have gained an acquaintance with the great and important Natural Order *Leguminosæ*, or the Legume family. In like manner we would take up other large natural families, as the *Compositæ*, which includes about one eighth of all the vegetation of the world, the *Cruciferae* or Mustard family, the Mint family, the Fox-glove family, the *Coniferae* or Cone-bearing family, the Orchis family, the Lily family, the Grass and the Sedge families. We have enumerated twelve of the most extensive families of plants, of which a practical knowledge may be

easily obtained, and which, once obtained, will open a flood of light as to the great plan of Nature; a plan of great diversity, but with a basis of unity and simplicity. We have not room to follow this subject into other departments of Nature, but in Entomology, Ornithology, and Zoology generally, a similar course might be pursued with great advantage.

We learn, indeed, with great pleasure, that experiments are in progress in some of our public schools to test the practicability of making Zoology a regular common-school study. We trust the subject may receive attentive examination.

GEO. VASEY.

Museum. Normal University, }
April 25, 1871. }

EDITOR'S DEPARTMENT.

With this number we assume the editorship of the *SCHOOLMASTER*. We have a keen realization of the effort and ability which have brought it to its present high position among school journals. The results of the zeal and energy of Mr. I. S. Baker, the retiring editor, are manifest in all directions. We find our mailing book contains names of subscribers in nearly every State; especially to Iowa, Kansas, and Missouri are large numbers of the *SCHOOLMASTER* mailed. We hardly need state that no effort will be spared to keep this monthly among the best journals of its class. Associated with us in the editorial and financial management is Prof. E. C. Hewett. With the educational public throughout the country his name is a guaranty of clear and pointed work. The liberality of our friends in the way of contributions is thus far bounteous. We hope however, that this announcement will frighten none of them who are disposed to write for our columns. We shall welcome your contributions at all times, and will give them a place in the *SCHOOLMASTER* as fast as we can; but, as our space is limited, do not forget to "boil them down."

The French are still busy in efforts to destroy each other, efforts which seem to be crowned with a very high degree of success,—and all in the sacred name of liberty. The movement appears to be very largely a repetition of the horrors of the great Revolution. There is the same scoffing at religion, and all who are concerned with it,—the priests are spoken of as "claiming to be in the service of a person called God,"—there is the same unreasoning war upon property and those who possess it,—the same talk among the rabble about noble principles, which they accompany with the most devilish actions, and all in the name of

"Liberty, Equality, and Fraternity." The different associations of working men form the inflammable material which is used by bloody demagogues for the fiendish work. The end is likely to be, as before, the elevation of a despot, perhaps the same man who was so recently overthrown.

The disturbances in France are making themselves felt in London,—the uneasy classes are noisy and out-spoken, and appear to be possessed of the same senseless desire to overturn all the existing conditions of society as their French *confreres*.

In our own country, the air is full of reports of the outrages of the Ku Klux ruffians in the South, and one of the last acts of Congress was to legislate on the subject. In the North, among the miners at Scranton, Pa., the proceedings are no more just, legal, or right, than among their brother Ku Klux of the Southern States. These outrages at Scranton are the direct fruits of those pestiferous combinations known as trades-unions. The principles put forth by these bodies of men are often violent, unreasonable, chimerical, and unjust. Their nonsense is ridiculous, and their actions are simply infamous. No worse tyranny than they advocate and exercise could be conceived. Their folly would be laughable, if their wickedness were not detestable. It is the greatest wonder that any working men of honest purposes, or moderate brains, should have anything to do with them.

Congress adjourned on the 20th of April. A few years since, we heard a great deal about "plantation manners" in Congress, but the rowdiness and blackguardism shown in the last few days of the recent session, do not seem to indicate that Congressional rowdies are any more respectable than they were when the plantation lords bore sway.

Trial by jury has always been regarded as one of the chief bulwarks of personal liberty. But so many lazy, ignorant, vicious men are now allowed to make the jury business a profession in our large cities, that one may well query whether the whole thing were not better abolished. For ourselves, we would rather our fate should hang upon the decision of one intelligent, honest man, than that of twelve ignorant, drunken loafers.

One Moncure D. Conway,—is he not a *Rev.*?—has been airing his "advanced" notions upon marriage and divorce in England. He "drew attention to the fact (!) that the progress of civilization had been toward the relaxation of the marriage tie. The institution of marriage, he contended was not satisfying the demands of society, it was not abreast of the requirements of modern civilization." "He was of the opinion that divorce should be pecuniarily easy, and that marriage should be dissoluble on the demand of either party."

Do the facts indicated in the last five paragraphs contain no lesson for the school teachers of our country? It is now generally confessed that

an efficient system of public instruction is essential to the perpetuity of a Republic. But our schools must do more than merely to educate the head,—they must teach something besides Language, Literature, and the Sciences. They must teach, and fully impress on the youth of our country, the broad principles of government, justice, courtesy, and morality. If the schools fail to do this for the present generation, rottenness and despotism, or something worse, are not far before us. Brothers and sisters, shall any of us in our gray old age see these evils fall upon our beloved country, and go down to our graves haunted by the thought that it has happened because we were too blind to see our duty, or too lazy or too careless to do it?

Last year, Parliament passed an act establishing free schools for the poor children in London. These schools are under the control of a School Board of forty-eight members. This Board includes members of both sexes, and of several religious denominations,—a number are Roman Catholics. One of its most prominent members is Prof. Huxley. The Board has recently taken action upon the question of the use of the Bible in its schools. The matter was under consideration for several weeks, and was very fully discussed. Three propositions were made and acted upon. One was that the Bible should be read in the schools daily, without note or comment. This proposition secured only four votes in its favor. Another proposition was to exclude the Bible entirely. After a sharp and long-continued struggle, this was lost by a large majority. The proposition that finally prevailed was, that the Bible should be read with such explanations, and “such instruction in the principles of religion and morality as are suited to the capacities of children;” but no teacher must attempt to influence the children in favor of any particular form of Christian faith. If the managers, parents, or rate-payers in any particular school desire to be free from this regulation, their case shall be considered and determined by the Board. This proposition passed with only three negative votes, Prof. Huxley and the Catholics voting in the affirmative. May we not take a hint from London?

Some of our would-be leading newspapers are prone to find fault with or ridicule the system of public education, as it now exists. No opportunity is omitted by them to denounce what they are pleased to call “*hot-bed culture*,” “*cramming*,” etc., which as they pretend to believe, unfits our boys and girls for the practical duties of life. If these wise-acres would, to so much fault-finding and splenetic writing add by definite advice, methods of improvement, more confidence might be gained in their opinions; failing to do this we have a right to conclude that the necessary ability is lacking.

It is no difficult task to find errors in any human organization, especially one so young and immature as our school system. The ablest in its defence, make for it no claim to perfection.

Among no body of workers can be found a greater desire for im-

provement or more willingness to receive suggestions and adopt well matured plans.

That we have retrograded, or stood still in our educational notions for the past half century, can well be denied; that we expect to continue to improve and progress in principles and methods is true. Pointed criticism is ever beneficial, but a general grumble on principle, an evident pre-determination to be dissatisfied and disgusted, betrays either dyspepsia or ignorance.

It will be remembered that until quite recently, the public schools of Connecticut were not free, but that a "rate-bill" was charged upon every pupil in attendance upon them. Last year, too, an attempt was made to abolish the State Board of Education and the Normal School. A Democratic administration was depended upon for this measure and for the abolition of the Free School,—involving a return to the rate-bill system.

But the reactionists have been gloriously disappointed. Their efforts aroused the people to thinking and investigation. The result has been an overwhelming public sentiment in favor of the highest progress. Every newspaper in the State, with perhaps a single exception, is said to be for free schools. The Democratic Governor has come forth very prominently as the champion of all the advanced measures. Of the Normal School he says: "There is no more important or essential auxiliary to popular education than the Normal School. I visited that school last week, and saw about a hundred pupils drilled in their future work, and can speak in terms of strongest commendation of what I there saw. . . . Instead of fearing that the General Assembly will again interfere with that noble school I look forward to the time, and that at an early day, when we shall ask for another Normal School, and get it established."

Brethren, surely the "signal failures" are multiplying around us at a fearful rate!

Perhaps these triumphs are due to the earnestness, fidelity, and skill of that noble man, Hon. B. G. Northrup, more than to the labors of any other one. We heartily congratulate him.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—Schools opened the eighth of May after a recess of two weeks. The object of having the spring vacation so late, is to give people a chance to move on the first of May, without interrupting the schools. Each term brings an increase in attendance, and most of the buildings use every sitting, and either have branch schools or a number of applicants waiting for seats. It is expected that additional accommodations will be provided this summer.

The Council returned all the members of the Board of Education whose terms expired this spring but one, Mr. Carter, who has served

faithfully during his term. It has been regretted that his other duties did not permit his accepting another term. His successor is Mr. Queal, a gentleman of culture and liberal views, who will render valuable service to the schools. At the organization of the Board, Mr. Runyan was chosen President, and Dr. Macalister Vice-President. Mr. Runyan has been a faithful friend to the schools, and has earned the honor conferred upon him.

The following changes in text-books have been adopted: Huxley and Youmans's Physiology, in place of Jarvis's; Norton's Natural Philosophy, in place of Wells's; Dana's Geology, in place of Hitchcock's; Spalding's English Literature, in place of Cleveland's; and Quackenbos's Rhetoric, in place of Coppee's. There has been a little interest in the copy-book question, and one or two of the dailies have added their strength to its agitation. It seems that by introducing a different series from the one now used, pupils will be enabled to purchase copy-books at ten cents each, for a year at least, and by continuing the present series they will have to pay twelve. The question should turn on the merits of the different series; if the present one will make better writers, it should be retained; if the other is just as good, or better, and can be afforded for less money, it is only exercising common business judgment to adopt another, unless there is something else to be considered. The present series has given good satisfaction, and is well liked.

At the last meeting of the Board, it was stated that there had been twelve examinations for female teachers, at which 213 applicants appeared, and 101 were granted certificates; one for male teachers, at which 6 out of 14 were granted certificates; one for High School teachers, at which 6 applicants out of 8 were successful. The Committee on Finance reported, that during the year there had been expended from the school tax fund \$504,331.77, and from the school building fund \$225,010.48. It was determined to abridge the annual report of the Superintendent by omitting therefrom the names of pupils who had distinguished themselves for regularity of attendance, and the rules and regulations of the Board.

At the last meeting of the Principals' Association, the Schedule of Promotions was amended so as to stand as follows:

- 10th Grade—*Average*, 85; *minimum*, 70.—Reading, spelling, writing, numbers, oral, language, music,—average.
- 9th Grade—*Average*, 85; *minimum*, 70.—Reading, spelling, writing, numbers, oral, language, music,—average.
- 8th Grade—*Average*, 80; *minimum*, 60; Reading, spelling, writing, mental arithmetic, slate arithmetic, oral, language, music,—average.
- 7th Grade—*Average*, 80; *minimum*, 60; same as 8th Grade.
- 6th Grade—*Average*, 80; *minimum*, 60; same as 8th Grade.
- 5th Grade—*Average*, 75; *minimum*, 50; same as 8th Grade; add geography.
- 4th Grade—*Average*, 75; *minimum*, 50; same as 5th Grade; add grammar.
- 3rd Grade—*Average*, 70; *minimum*, 50; same as 4th Grade.
- 2nd Grade—*Average*, 70; *minimum*, 50; same as 3rd Grade; add history.

The following question was suggested by Mr. Kirk for consideration at the next meeting: How far does our instruction conform to the natural development of the child's mind?

OHIO.—We have just seen the Commissioner's Report for the year ending August 31, 1870. We always knew Commissioner Henkle was "at home" in figures, but we believe there are more figures in this Report than we ever saw in a similar document; it contains no less than 38 tables! From inspecting these tables we have noted the following items:

More than half the County Examiners are Teachers; and several of them are women. 25,463 persons applied for certificates; 12,010 of these were gentlemen, of whom 22 per cent. were rejected; 13,453 were ladies, of whom 25 per cent. were rejected.

The whole number of children between 5 and 21 years, is 1,028,877, The number of pupils studying U. S. History is 14,348; studying Physiology, 3,020; studying Physical Geography, 3,168.

The salary of the Superintendent of Cleveland Schools is \$4,000; Columbus, \$2,500; Toledo, \$2,700; Cincinnati, \$3,500; Painesville, \$2,000; Akron, \$2,500.

There are 78 persons holding State Certificates; and among them are most of the well-known educators of the State.

Institutes were held in 69 counties of the State.

Whole number of teachers in Ohio is 21,626; New York has 28,310; Illinois, 19,037; Pennsylvania, 17,612.

The average wages of male teachers in Ohio, are 31 per cent. higher than in Illinois; the wages of female teachers are only 11-2 per cent. higher than in our own State.

In glancing over the Reports from the Auditors and Examiners of the several counties, we find that there seems to be a wide-spread desire for the establishment of Normal Schools; a feeling that the County Supervision is defective,—that the Institutes are doing great good,—and that the school libraries are of no benefit, or very little; and they are generally going to waste. Is there any State in which the same report concerning libraries is not made? What is the cause? Are the books of our school libraries not well selected? Or can no *good books* compete favorably with the *Ledger*, the *Chimney Corner*, the *Saturday Night*, the trashy novels, the pictorials,—clean and nasty,—and the rest of the ephemeral literature?

MASSACHUSETTS.—The Thirty-Fourth Annual Report of the Board of Education is a ponderous volume. It is not *heavy*, however, unless we look at it from an *avoirdu pois* point of view. The Reports of the Board and its officers, and of the officers and visitors of the different Institutions occupy 217 pp. Extracts from the Reports of the Superintendents and Committees of the several towns occupy 314 pp.; and the Tables of Statistics fill the remaining 116 pp.

The Normal Schools are spoken of in the highest terms, the whole number of pupils in attendance at the four State Schools is 716; of this number, that at Salem has 207—more than any other. The male Principals of these schools receive a salary of \$3,000; the lady Principal at Framingham receives \$2,500; the whole cost of teachers in the four schools, is \$36,893.78. These schools are all full to their utmost capacity, and there is a loud call for another one.

A large part of the Report is devoted to the subject of drawing as a branch of school study. The want of efficient county supervision is urged. The supervision of schools is in the hands of committees of the towns. Many of these committees have one or more lady members. The School Districts have generally been given up in the State; most of the Reports speak of this change with satisfaction. Some of the manufacturing cities have established schools for the children in the factories; the children attend these schools half the day, working in the mills the other half.

Whole number of children between 5 and 15 in the State, 271,052; mean average attendance, 199,713; amount raised for schools by taxation, \$3,125,053.09. Dorchester pays the largest sum per pupil, for her schools, amounting to \$25.66½; Clarksburg, in Berkshire county pays the least, amounting to 2.94¼; Wellfleet in Barnstable county, pays .007¼ of her whole valuation for schools; this is the highest percentage in the State; Boston pays only .002¼. Whole number of teachers employed in the public schools is 8,106, of whom 1,058 are males, and 7,048 are females. Average wages of male teachers in the State is \$77.44 per month, of female teachers, \$30.92; these sums include the value of board. Teachers' Institutes in this State are under the control of the State Board of Education, and are supported by the State; eight were held during the year, at a cost of about \$275, on an average. Institutes in this State have been conducted substantially as they are now, for 25 years.

BOSTON.—*Exhibition of Drawing*—A few weeks since the School Committee appropriated \$250, to defray the expenses of an exhibition of specimens of drawing in the public schools, including the free evening schools.

Horticultural Hall, one of the best in the city, was procured for the purpose, and the public were invited to attend the display on Monday and Tuesday, May 1 and 2. The large hall was filled both day and evening, with deeply interested spectators. Every school in the city was represented and much of the work was worthy of high commendation.

The Free Evening School was started in December last, as an experiment, and has proved a great success. It has been held in the Institute of Technology, four nights each week, and has had an attendance of about four hundred persons, many of whom are adults, who are glad of this opportunity for the best instruction in departments in special interest to their particular trade. Nine teachers were here employed, and they must have been pleased with the commendations bestowed upon the fruits of their instruction.

Wm. T. Brigham, Esq., and Dr. Wm. Woods, Chairman and Secretary of the Drawing Committee deserve great credit for the personal attention rendered to make the affair a success.

English High School.—In a previous number of the SCHOOLMASTER we alluded to the proposed Semi-Centennial Anniversary of this school. It occurred on Tuesday, May 2, and was a most interesting occasion. The members began to assemble in Faneuil Hall at 1 o'clock, for

a social re-union. Every class was represented, and some of them very fully. The class of 1821, presented 28 of its 37 living members, and the class of '65 turned out 97 of its 128 members, receiving the banner which had been offered to the class whose roll-call should show the largest per cent. of living members.

About three o'clock the procession, under escort of the High School Battalion, Lieut-Col. P. Dexter commanding, was formed. Gen. B. F. Edmonds, class of '21, acted as Chief Marshal. Gov. Claflin and Staff, Mayor Gaston, Members of the City Government, School Committee, Masters of Public Schools, and other invited guests, preceded the graduates. The procession numbered about two thousand persons and contained many of the most prominent business and professional men of the city.

After reaching Music Hall, the literary exercises were convened by a welcome extended by John B. Babcock, Chairman of the Committee of Arrangements and Hon. Thomas Gaffield was presented as President of the day. Prayer was offered by Rev. Samuel Babcock, D. D., of the class of '21, after which an admirable marble bust of the late Head Master Thomas Sherwin, was presented by Mr. Gaffield in behalf of the donors, and accepted by Mr. C. M. Cumston, the present Head Master.

The bust was the work of Thomas R. Gould, of the class of '31, who left his studio in Florence, to be present on this occasion. As the vail was removed by Dr. Geo. B. Emerson, the predecessor, and Mr. Cumston, the successor of Mr. Sherwin, the whole assembly rose, while the band performed Pleyel's Hymn. A Memorial Hymn was then sung by a choir of boys from the High School, after which a Poem was recited by Rev. R. C. Waterston, of the class of '25, and Hon. J. Wiley Edmonds delivered an appropriate Oration. At its conclusion the whole audience joined in a parting hymn, and the services were closed with the benediction by Rev. S. K. Lothrop.

It was a rare sight to see so many of the alumni of a public school together, and a delight to witness the honor and respect paid to the memory of a beloved teacher.

New York City has five School Superintendents of different grades; the aggregate of their salaries is \$20,550. . . There are 1,110 students at Michigan University this year; of this number, 115 are from Illinois. . . . Pres. Angell of the University of Vermont, has accepted the Presidency of Michigan University, at a salary of forty-five hundred dollars. . . . Alexander Kerr, late Superintendent of Schools in Beloit, Wis., has accepted the call to the chair of Greek, in the Wisconsin University. . . . Prof. J. L. Estabrook, of East Saginaw, has been appointed Principal of the State Normal School of Michigan. . . . Prof. John M. Olcott leaves Jacksonville, Ill., for a book agency at Indianapolis. . . . Chenoa, Ill., expects to have a Presbyterian College. . . . Hon. S. W. Moulton is talked of for Congressman at large for Illinois. No nomination could better please the educational public. . . . Louisville, Ky., public schools have but one short session daily. . . . The authorities of New York City have

ordered the discontinuance of the use of all text-books published by the Harpers. Reasons supposed to be, recent caricatures of the Pope in *Harpers' Weekly*. . . . The German teachers of U. S. hold their second Annual Convention in Cincinnati, first week in August. . . . Rhode Island Legislature has re-established the State Normal School. . . . Mr. Lewis H. Jones has been added to the faculty of the Indiana State Normal. . . . The recently elected School Board of Cincinnati stand 22 against and 24 for the Bible in the Schools. . . . Boston has just dedicated a Girls' High School building which has cost \$300,000. . . . An endowment of two hundred thousand dollars has just been made up for Newton Theological Institution. . . . J. W. P. Jenks, A. M., has just retired from the office of Principal of Middleboro Academy, Mass., after a service of twenty-eight years. This is one of the oldest and largest academies in the State. . . . Washington University at St. Louis, is in luck; it has received \$210,000 within a few weeks. Hudson E. Bridge, Esq., gave \$130,000 towards the endowment. He has planted his money where it will bear fruit when he is dead. . . . Brown University, at Providence, has 220 students; 80 are in the Freshman Class. . . . Dr. O. S. Munsell, President of Illinois Wesleyan University at Bloomington, is publishing a work on Metaphysics.

ILLINOIS—STATE TEACHERS' INSTITUTE.—A session of the Institute continuing two weeks, will commence at the Normal University, on Monday, August 14, 1871. Most of the members of the Normal Faculty will be present to give instruction. Other friends of education are also expected to render important service. A full statement of Teachers and their work will appear in the next issue of the SCHOOLMASTER.

RICHARD EDWARDS, Pres.

FORD COUNTY INSTITUTE.—The semi-annual session of the Ford County Teachers' Institute, at Paxton, closed on the 22d of April, after five days of excellent work. The County Superintendent, Maj. James Brown, presided. Dr. Edwards was present during three days and evenings, and labored with his usual ability and success. Rev. J. Brundage delivered a valuable lecture on Penmanship. The remainder of the work was done by the home forces. The attendance was good, and much ability was manifested by a majority of the teachers.

ILLINOIS SCHOOL PRINCIPALS' SOCIETY.—The third annual meeting of this Society will be held at Rockford on the 5th, 6th, and 7th of July next—in the Court Street Methodist Church.

The success which has attended the two previous annual gatherings, has fully demonstrated the utility of such an organization, and the wisdom of those who conceived and carried out the idea of its establishment. The programme, as outlined below, presents some features of special interest.

It will be seen that the subjects to be under discussion, taken together, embrace the whole scope of school work, from the Primary Department to the Superintendency—and it will at once appear to all

experienced School Principals that the discussion of the work of the various departments comes directly within the province of this Society.

If a man is called to the Principalship or Superintendency of a series of schools, it is to be expected that he will direct and superintend the work in all the departments of those schools—and how can he do this efficiently unless he understands what ought to be done in each?

The Principal, or Superintendent is held responsible for the efficiency or inefficiency of the schools under his care—and he owes it to himself as well as to his patrons, that he make use of all the means within his reach to acquaint himself with the work to be done, and the best means and method of doing that work.

It is the aim of this Society to bring out the duties of School Principals—and through the papers and discussions presented, to give, as far as possible, the information and suggestions needed in performing those duties.

Rockford is one of the gems of the West in beauty, and her citizens know how to greet such a convention in the most cordial and hospitable manner. We bespeak, therefore, a full attendance at the July meeting, assuring, with confidence, all who shall be there, that they will be richly repaid.

The gentlemen whose names appear upon the programme are well and widely known as men of experience and *success* in school work.

The Hotels of Rockford will furnish accommodations at \$1.25 and \$1.50 a day. Board can also be had at reasonable rates at private boarding-houses.

PROGRAMME.

Wednesday Forenoon—10 o'clock.—Opening exercises—Address by Aaron Gove of Normal, President of the Society.

General Business.

Afternoon—2 o'clock.—*Primary Instruction*—W. T. Harris, Superintendent of Public Schools, St. Louis, Mo.

Discussion of the same—S. Bogardus, Springfield, and others.

Miscellaneous Business.

Thursday Forenoon—9 o'clock.—*The relative time to be given to the different branches in the grades below the High School*—S. H. White, Principal of Peoria County Normal School.

Discussions of the same by J. V. Thomas, Principal of Schools, North Dixon, and G. G. Alvord, Superintendent of Schools, Freeport.

Miscellaneous Business.

Afternoon—2 o'clock.—*High School Membership and High School Work.*—J. B. Roberts, Superintendent of High Schools, Galesburg.

Discussion of the above, by B. P. Marsh, Principal of Bloomington High School, and others.

General Business.

Friday Forenoon—9 o'clock.—*The Superintendent's Work. What is it? And how shall it be done?*—W. E. Crosby, Superintendent of Schools, Davenport, Iowa.

Discussion of the same by W. D. Hall, Superintendent of Schools, La Salle, and others.

Afternoon—2 o'clock.—*The Relation of High Schools to Universities and Colleges.* Rev. E. O. Haven, D. D., President of Northwestern University, Evanston.

Adjournment.

The railroads will return for one-fifth fare, when full fare has been paid over the road. Some roads will return free. A full explanation will be given in the Programme.

E. C. SMITH,
S. M. ETTER, } *Ex. Committee.*
M. ANDREWS,

A definite programme of the National Ed. Con. is not complete as we go to press. As the meeting is to be held August 22, the July number of the SCHOOLMASTER will be in time to give our readers the information. In that number will appear the full programme.

Arrangements are making for an important meeting.

REPORT OF ATTENDANCE FOR APRIL :

LOCALITY.	No. Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Ave. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	SUPERINTENDENTS.
Chicago, Ill.,.....	29,651	15	27,560	25,848	93.6	4,674	-----	J. L. Pickard.
Cincinnati, O.,.....	27,991	25	20,886	18,674	94.2	7,312	-----	John Hancock.
Indianapolis, Ind.,.....	4,968	20	4,355	4,056	93.4	704	1,636	A. C. Shortridge,
Peoria, Ill.,.....	2,454	20	2,210	2,125	95.7	179	1,092	J. E. Dow.
Bloomington, Ill.,.....	2,520	25	2,328	2,171	93.0	241	-----	S. M. Etter.
Terre Haute, Ind.,.....	2,328	20	2,143	2,051	95.5	623	869	W. H. Wiley.
Racine, Wis.,.....	2,073	20	1,555	1,475	94.0	173	755	G. S. Albee.
Decatur, Ill.,.....	1,551	20	1,400	1,325	94.8	241	618	E. A. Gastman.
Aurora, Ill.,.....	1,428	20	1,293	1,222	94.1	146	308	W. B. Powell.
Ottawa, Ill.,.....	1,400	20	-----	-----	96.7	150	626	T. H. Clark.
West and South } Rockford, Ill., }	1,173	20	1,090	1,017	93.0	381	401	{ J. H. Blodgett and O. F. Barbour.
Litchfield, Ill.,.....	1,036	22	563	534	95.0	55	200	B. F. Hedges.
Kankakee, Ill.,.....	695	20	575	535	93.0	119	195	A. E. Rowell.
Peru, Ind.,.....	710	-----	434	404	93.0	64	124	D. E. Hunter.
La Salle, Ill.,.....	701	15	611	550	94.9	126	295	W. D. Hall.
Goshen, Ind.,.....	590	20	516	482	93.5	223	173	D. D. Luke.
Marshalltown, Iowa,.....	568	20	487	462	94.4	56	204	Charles Robinson.
Macomb, Ill.,.....	611	20	562	551	95.3	78	253	M. Andrews.
Dixon, Ill.,.....	495	15	452	429	95.0	156	202	E. C. Smith.
Shelbyville, Ill.,.....	367	20	338	268	80.0	150	36	J. Hobbs.
Sterling, 2d Ward, Ill.,.....	396	20	359	346	96.4	57	158	H. P. French.
Normal, Ill.,.....	354	20	331	314	94.3	42	179	Aaron Gove.
Mason City, Ill.,.....	321	20	265	257	94.5	4	160	Miss E. Hammond.
Henry, Ill.,.....	334	20	288	274	98.6	120	77	J. S. McClung.
North Belvidere, Ill.,.....	252	15	265	259	97.7	21	211	H. J. Sherrill.
Maroa, Ill.,.....	130	15	126	117	93.1	59	58	E. Philbrook.
Oak Park, Ill.,.....	115	18	105	101	96.5	8	62	W. Wilkie.
Model School, Normal.	77	-----	-----	-----	-----	-----	-----	-----

ILLINOIS OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
SPRINGFIELD, May, 1871. }

An examination of teachers desiring State Certificates will be held in the city of Springfield, on Tuesday and Wednesday, August 8 and 9, 1871.

The conditions of admission to the examination are:

1. To furnish satisfactory evidence of good moral character, and
2. To furnish satisfactory evidence of having taught, with decided success, not less than three years, at least one of which shall have been in this State.

Teachers who propose to attend the examination are requested to signify the same, by letter, as soon as practicable, forwarding the necessary testimonials upon the above mentioned points. If the testimonials are satisfactory, the name of the teacher sending them will be registered as an accepted applicant, and all necessary information concerning the manner and requirements of the examination, the branches included, etc., will be immediately sent to such teacher. If the testimonials are not satisfactory, the teacher furnishing them will be promptly informed of the fact, and that in consequence, he can not be admitted to the examination.

If any teacher desires the return of the testimonials and documents sent, copies thereof should be sent, with the originals, to be filed in this office, in which case the originals will be cheerfully returned. The originals will not be returned unless requested, nor unless accompanied with duplicates, or copies, for file, as aforesaid. It is necessary to the complete record of each case, that the testimonials furnished or copies thereof, should be preserved in this office for future reference and use, should occasion require. The pressure upon our clerical force will not allow of copies being made here. Original documents, whether with or without copies, must in all cases be forwarded.

The conditions and requirements of the examination have been carefully considered, and are believed to be just and reasonable, such as no honorable, well qualified, and experienced teacher need to shun or fear; and this being the case, no release, omission, or abatement of the full measure of those requirements and conditions should be asked for or expected, as none can be allowed. The examination, upon every topic, will be honest, straightforward and square; no quirks, catches, or puzzles will be indulged in or permitted. If the candidate understands the subject he will succeed; if not, he will fail.

As the State Certificate or Diploma is good for life, (or until revoked for cause,) in every County and School District of the State, its professional and other advantages to the beholder would seem to be sufficiently obvious.

NEWTON BATEMAN,
Supt. of Public Instruction.

A CAUTION.—It is an ungracious task, but so many complaints of the proceedings of a Mr. A. B. Israel, of St. Louis, Mo., a maker and vender of Outline Maps, etc., have come to this office from different parts of this State, that duty seems to require that our school officers, especially Directors, should in this manner be put on their guard. Detailed statements, from prominent and trustworthy citizens and school officers, of the unwarrantable practices of himself and agents to secure sales, and of grossly exorbitant charges for very inferior articles are on file in this office, and will be published if necessary. All concerned are advised to have nothing to do with him or his maps.

It may be well to add, by way of general caution, that the only safe course for directors in this State to pursue, in procuring school supplies, is to ascertain from *well known and reliable* houses, manufacturers, and dealers in Chicago, St. Louis, or other large business centres, the regular wholesale and retail prices of articles wanted, before purchasing from agents who are not *known to be* trustworthy and honorable. A three cent postage stamp, and a delay of a week, or less, will often save a district from twenty-five to a hundred dollars in a single purchase of educational apparatus. Information received at this office indicates a degree of submission to extortion in these matters which might easily have been prevented, and which should be carefully avoided in the future, in the manner above shown.

NEWTON BATEMAN,
Supt. of Public Instruction.

ILLINOIS NORMAL.

Prof. Thos. Metcalf, of the Normal University, now in Europe for the benefit of his health, is keeping open his eyes and ears. Traveling, on the part of such a man as he, is no vain thing. Public conveyances are dignified by such patronage. From a private letter, dated London, April 15, we extract a line or two: "I thought of you on Monday morning last, and of the examination of applicants; fancied myself assigned to one division of the work, and then suddenly reflected that, it being nine o'clock at Birmingham, the Faculty and pupils of the Normal

University were bound to sleep out the remaining two hours of darkness. * * At Birmingham we passed five days, every hour affording something to gratify our appreciation of novelty or of solid comfort. * * * An introduction to Mr. Lowe, of the Portland House Grammar School, gave me an evening with a 'very professional company,' as Mrs. L. was pleased to observe. Of course we "talked school" as much as we liked, a part of the time within the school-room itself, with its scored and inky forms and benches, so clearly telling that England is behind. Most of all, the text-books told of our higher privileges in America, they were so thin and shorn of all attractiveness."

In these particulars England is certainly behind America. Her hard utilitarianism gives her school appliances an unlovely look. The text-books are made of the coarsest material, not much better than the old-fashioned Webster's spelling-book, with its spongy paper and blotched illustrations. And our finest school furniture would seem to most of them a mere financial extravagance.

In September we hope once more to welcome our dear friend to his accustomed place on the Normal platform, and to find him with a new and long lease of life and health.

All persons acquainted with the Normal University will be interested in the following table concerning its Faculty. The first column shows the year in which the teacher entered the Faculty; the second shows how many years he has spent in teaching; the third shows how much of this experience has been in a Normal School. The aggregate is very large; President Edwards has probably had a longer service in the Normal work than any other man in America. He has taught in four of these Institutions, of three of which he has been principal. The present Faculty have taught in the University an aggregate of fifty-five years.

President Edwards,.....	1862,	26 years,	24 years.
Prof. Hewett,.....	1858,	19 "	16 "
Prof. Sewall,.....	1860,	15 "	11 "
Prof. Metcalf,.....	1862,	26 "	9 "
Prof. Stetson,.....	1862,	16 "	9 "
Prof. Cook,.....	1868,	6 "	3 "
Prof. McCormick,.....	1869,	6 "	2 "
Miss Osband,.....	1870,	12 "	6 months.

It will be seen that the total of experience in teaching is 126 years, of which 75½ years have been in Normal school work. What institution can make a better showing?

The Governor has filled the vacancies in the State Board of Education by the appointment of the following gentlemen: J. H. Foster, Chicago; E. A. Gastman, Macon county; C. F. Noetting, St. Clair county; B. G. Roots, Perry county; E. L. Wells, Ogle county, and N. E. Worthington, Peoria county.

The appointment of Mr. Gastman is not only a merited and well-earned compliment, but eminently proper. Many of the older institutions are controlled in part by their alumni. The experience of a graduate especially fits him for such a position. When the Normal opened for the first time in the fall of 1857, in Major's Hall, Bloomington, among the small entering class was Enoch. The lamented Howell used to say "he answered the first question ever asked in our school, and he answered it right." In 1860, with his diploma, he went to Decatur, took a position as assistant in a primary school at \$45 per month. Think of that, ye Normal graduates. He has never left Decatur, but from year to year worked in the schools, occupying each successive step. Now as Superintendent he has the honor of being at the head of one of the finest city school systems in the West.

The class of 1871 planted their class-tree (an elm) on April 29th, with appropriate ceremonies. After prayer by Rev. Webster, of the Methodist church, Mr. Holcomb made the introductory speech. Miss Frank Shaver followed in an address. President Edwards, after a pleasant speech, placed the tree in position, and deposited a metallic casket containing the names of the class. The class then in turn, with an appropriate sentiment, threw in a spade full of earth; Jno. X. Wil-

son made a closing speech; class song was sung, and the pleasant party dispersed. The presence of Bloomington Brass Band added much to the gayety of the occasion.

NORMAL, ILL., April 27, 1871.

Whereas, It has pleased God to take from us our former schoolmate and brother Philadelphian, JOHN R. EDWARDS, therefore

Resolved, That we deeply sympathize in the loss sustained by his bereaved companion and other relatives;

That, We shall ever remember him as a faithful member of our Society, an earnest worker for its interests, and a kind and successful fellow-student;

That, In his death the State has lost one of her best citizens and most efficient and devoted teachers;

That, The Society Hall be draped in mourning;

That copies of these resolutions be sent to the relatives of the deceased, and offered for publication.

W. C. GRIFFITH,
LOUISE RAY,
J. P. YODER.

We understand that hereafter Normal students will be required to provide their own text-books.

The seniors were ordered to the front at the commencement of the term.

Estell's Programme Clock has been placed on duty in the Assembly-room. It works perfectly—a valuable aid to discipline.

The Philadelphian Hall is draped in mourning in respect to the memory of Miss Elma Valentine.

F. G. Miller is teaching a private school at South Pass, Ill. Ben Hunter of '70 is teaching at Oneida, Ill.

J. H. Bailey, M. D., of olden time, is practicing medicine in Pleasanton, Kan. He says nothing of Sue Parish whom, as we remember, he carried off with him.

Hon. Logan Holt Roots, of '62, has been appointed U. S. Marshal for Arkansas. Judge Green, of the State Board, visited Normal in May. Prof. Charleton of Platteville, Wis., recently made us a visit. Hon. S. N. Moulton, President State Board, visited Normal in May. C. D. Mowry, of '69, is teaching in Pecatonica, Ill., with excellent success.

The meeting of the Alumni Society will take place as usual on commencement week. Extra exertions are making to have an unusually good time. Members will be present who have not visited Normal for ten years. The annual dinner is provided for, and all may confidently expect a grand old reunion. Let every class be well represented. We go to press before procuring a full programme of particulars, but conversation with the President has assured us that the Twelfth Annual Re-union of the Normal graduates will be one long to be remembered.

Died at Richmond, Ind., on the morning of April 14, Elma, daughter of Jno. and Martha Valentine, in her 22nd year.

Miss Valentine was a graduate of '68. In September, 1869, she took charge of the Primary Department of Friends' Academy, Richmond, Ind., which position she filled until the latter part of January last. "Gentle and unobtrusive, she was still possessed of that dignity and womanliness of character which gave her a power ever exercised for good," are the recent words of the Superintendent of the Academy. Her death was finally caused by nervous exhaustion. Through the kindness of Mr. Hiram Hadley we are permitted to quote from her father's letter: "It might be said of her as of Timothy—from a child she had known the Scriptures, and for ten years I never knew her to go to bed without reading a portion of them, and she told us she always prayed. * * * Near her close, after a most violent paroxysm, she exclaimed, 'O, Lord Jesus!' and in an instant all was calm, a sweet smile came over her countenance, and she said, 'I am in heaven now.' * * * For the last hour she seemed to suffer greatly. Her last words were, 'O papa,' and in about five minutes my dear, my loving Elma was no more."

"Farewell, dear Elma, we miss the sunshine of thy smiles, but we would not call thee back from thy new and glorious home."

Commencement will occur at Normal, June 29. The graduating class numbers about twenty.

BOOK TABLE.

Kidd's Elocution. WILSON, HINKLE & Co., Cincinnati.

The purpose of the author, as stated in the preface, is to present a book containing a sufficient variety of reading exercises, with plain directions for their use, for the development of "a pure, rich, flexible voice," and for gaining, "in the shortest time * * * a practical knowledge of all the principles involved in the art of correct reading." The book differs radically from most books prepared for the same purpose, in that "nearly all the principles relating to inflection, emphasis, modulation, and gesture" so commonly given, are here ignored. It is barely possible that in his desire to be unique, the author has omitted some general principles that are of practical value. Certain it is, however, that crowding the early pages of the reader with dogmatical rules not founded upon general principles whose correctness is acknowledged by all thoughtful persons, is an evil from which the author may congratulate himself upon having escaped. We are pleased to observe that he strongly emphasizes the necessity of a careful analysis of the thought, and patient examination of all shades of meaning to be conveyed. We suggest that this paragraph of the preface be set in large caps, and granted a more conspicuous position in some part of the book less slighted than the rarely read introduction. It will probably discourage many a wight who imagines himself called to elocutionary honors because endowed with unusual lungs. Having occupied a few pages with general hints of a valuable character, the author devotes still other pages to the presentation of elementary sounds. We are surprised, however, to find him teaching what is obviously untrue, viz: that there are but seven elementary long vowels, and are still further surprised to find the missing vowel among the "shorts." He can scarcely claim that *e* or *i* in such words as *serve*, *sir*, etc., represented in Webster by *e*, with a "tilde" over it, is in any sense such a short vowel as *e* in *met*, or *i* in *fin*. Again in his list of short vowels we find no mention of the "short Italian *a*," although the sound is recognized by standard lexicographers, and is found in *ask*, *dance*, and many kindred words. We are also unable to perceive that long and short vowels are arranged in any way to suggest the relations existing between them, as the author certainly would not be understood as saying that the present arrangement answers that purpose. By no shortening possible can the sound of *a* in *air* become the sound of *e* in *err*, or the sound of *a* in *law* the sound of *o* in *sob*. The author recognizes the vowel sounds in *oil*, *time*, *now*, and *new*, as double consonants, but gives no hint of the sounds of which they are combinations. The arrangement of consonants also seems a trifle unfortunate. Thus *b*, *d*, *g*, *j*, *v*, *th*, (sonant) *z* and *zh* are termed correlatives, though in what sense they are correlatives more than *p*, *t*, *k*, *ch*, *f*, *th*, (non-sonant) *s* and *sh*, is not easily seen. Indeed, the force of the term as here used is somewhat difficult to appreciate. If it is meant that the two lists above given are correlatives, there is more of truth, though in that event he should change the position of *h* and *wh*, as given in his chart. The proper arrangement would be the contrasting of the above lists, the first being sonants, and the second their non-sonant cognates. Again, the author makes a distinction between *r* in *drum*, and *r* in *scar*; a distinction possibly made in some localities, by which we have hard and soft *r*, the latter seeming to be no *r* at all. This is frequently illustrated in the pronunciation of persons born south of 39 deg. 43 min. north latitude. The chart then is badly arranged; is not complete, and teaches positive error in one instance, and possibly in two. Neither do we see that the rigid analysis of words into their elementary sounds is contemplated as a distinctive exercise; if so, he has certainly presented no lessons hinting anything to that effect. Readers are cautioned against committing errors which are hardly likely to occur, and which reminds one of the old lady who cautioned the children about putting beans in their noses; we should fear a similar result. Who is in danger of calling life *laiff*, dream *drim*, soul *sol*, or seem *sim*? Still, the exercises in vowel sounds we

find come well in play, and we use them daily. What the author says respecting articulation of consonant elements, strikes us as being to the point, and the exercises are excellent as far as they go. We only regret that the list is so limited, and would gladly exchange some of the vowel exercises for more of the consonant work. From p. 34 to p. 81 is a wealth of exercises, including all varieties of thought, and hence calling for equal variety of expression. It is to be regretted that the author has not committed himself somewhat more fully respecting the rendering, for the benefit of those without teachers; but to the teacher it furnishes just the thing desired. In the body of the book are 146 selections. But few are of little merit, the most are fair, and quite a generous share are gems. Through all is a pleasing and desirable variety rarely met in books of its kind. The mechanical part of the work is well done; paper is good, binding excellent and typographical work rarely equaled. On the whole, it is a book well worth having, and can be made a valuable help to every earnest teacher.

The *Illinois Teacher* for May is an exceedingly interesting and valuable number of this old and reliable journal. The report of Prof. Dickinson's discourse on schools in Germany should be read by all teachers. In the department of intelligence and educational news, it is very full and interesting. No teachers' magazine that comes to our table surpasses the *Teacher* in fine appearance and freedom from errors.

The *Pennsylvania School Journal* is larger than most of its fellows, but we must remember that Pennsylvania is a very large State. The May number is well filled with interesting and instructive articles, in all its departments.

The *Michigan Teacher* is among the best of the teachers' journals; in fact, everything in this State pertaining to education is likely to be as good as the best. The May number rejoices at the good things for education done by the late Legislature. The act that seems to please the editor most is "a direct and vigorous statute" on compulsory attendance. The full text of the law is given.

The *Ohio Educational Monthly* is always good. The May number discusses quite fully "State uniformity of text-books." The leading article on the subject is from Dr. Newton Bateman. Of course it takes strong ground against such uniformity, as does also the editor in an extended editorial. It shows how different men view the same subject, to observe that the *Michigan Teacher* reckons it a misfortune that the Legislature did nothing to ordain uniformity of text-books in that State. We think the Michigan man has no cause for regret.

A noticeable fact about all the journals mentioned above is that almost all the matter they contain is original.

The *New-Englander* for April has the usual number of solid and timely articles. Persons specially interested in history will do well to read the articles on "The Blue Laws," and the speeches on last "Fore-fathers' Day." The book notices are thorough and trenchant, as usual.

The *Sunday-School Worker* of St. Louis is full of good suggestions to those engaged in this important branch of teaching. It is a magazine much like the *National Teacher* of Chicago.

Merry's Museum is still lively and entertaining. Although it has lived a good many years, it doesn't "grow old." The boys and girls appreciate it.

The *Little Chief* for May is as good as ever. That this juvenile is a favorite with the juveniles, we have the best of reasons for knowing.

The *Orient*, a neatly printed paper from Bowdoin College, we think is among the best college journals.

GOULD & LINCOLN, of Boston, have just published "*The Life and Letters*" of Hugh Miller, by PETER BAYNE. It is said to be a very entertaining and instructive

biography, and will doubtless be sought with interest by all admirers of that wonderful Scotchman.

The *Chicago Courier* is published by BRYANT & CHASE of the Business Institute. It is always fresh and readable, but the numbers for March and April contain very instructive articles on some of the peculiar operations of modern business. Persons interested to know the ways of money-lenders, or to understand the language and methods of business at the Chicago Board of Trade, should send for these numbers.

PUBLISHERS' DEPARTMENT.

A. S. BARNES & Co. have moved their office from 111 State street to 159 State street.

Important to Teachers and School Officers: We would call the attention of our readers to the New Text-books published by GEO. & C. W. SHERWOOD, 145 Dearborn street, Chicago, (formerly 105 Madison street), and endorsed by the leading educators of the country. Special attention has been given by this House in the preparation of all their works to reduce the most advanced and well tested theories to practice. In this respect their publications have no equal, and are used by those teachers who seek improved methods.

EDWARDS & WEBB's Analytical Readers, of which a million copies have been manufactured during the last year, have been introduced more rapidly and are to-day more extensively used than any other series, although the latest issued by several years.

The growth of Western manufactures is in a great degree the measure of our prosperity. We are glad to see Western book houses carrying off the palm, and their works displacing in the East, in places like Brooklyn, New York, and hundreds of other cities, those text-books founded on false theories of teaching. Their publications are used exclusively in Chicago and in many Western towns and cities noted for good schools.

EDWARDS & WARREN's Analytical Speller is upon an entirely new plan. It demonstrates that spelling is more than mere memorizing, and that correct habits of thought and investigation can be taught with the exercise. SHERWOOD's Writing Speller is used in half of the graded schools of the country. It systematizes written spelling.

BOLTWOOD's "Grammar and How to Teach it," is an effort to teach the *use* of the English language. Our best teachers approve of the plan of the work.

Special attention has been given to the preparation of concise and systematic School Registers.

HOWLAND's Grammar is a little work of great merit.

SHERWOOD's Outline Maps contain all of the recent territorial changes.

WEBB's Charts are based upon the word method.

COLBERT's Astronomy seems to meet with great favor from our best astronomers.

DYHRENFURTH's Book-keeping is eminently practical, and will greatly aid book-keepers.

The SHERWOODS publish many other works, and manufacture a great variety of articles valuable for schools.

Persons desiring their catalogue will address, GEO. & C. W. SHERWOOD,
145 Dearborn street, Chicago.

THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME IV.

JULY, 1871.

NUMBER 38.

DENOMINATIONAL SCHOOLS.

A class of men are found, especially among clergymen, Protestant and Roman Catholic, who believe that a necessity exists for denominational schools, below the College grades. The reason most frequently assigned, is, to add to the ranks of Christian Ministers. We have read of no convention of a religious denomination, where some party did not put in a plea for Academies controlled by the sect. Baptist boys must be prepared for college in a Baptist preparatory school, Methodist in a Methodist, and so on.

It is difficult for one who is not imbued with partizan zeal for the success of his own church, to see many reasons for establishing denominational schools, and yet many of our good men are yearly working and lecturing for their establishment. Years ago, when public-school education was secondary, when few schools, none outside the large cities, could prepare boys for College, such schools were necessary. There is no reason to fear that sectarian schools can succeed; we say fear, for if private institutions of this class could multiply and be prosperous, our system of public schools would proportionally decline. It is a movement which aims at the genius of all free-school systems in our country.

The writer has recently heard an earnest and eminent advocate for private high-schools, affirm his belief that public high-schools ought not to exist. He fought them in the Eastern States till the academies of New England became almost obliterated; for the public high-school on a fair field won the victory. A few time-honored and excellent institutions, like "Phillips," at Exeter, N. H., and "Phillips," at Andover, Mass., still flourish.

The West does not need private high-schools. Our secondary cities are yearly sending boys to college, from the public school, prepared without extra expense to their parents: during this preparation they have remained at home with the comforts and discipline of the family, and have entered college with as high standing, often higher than the average boy prepared at the academy,

and with as high moral culture and christian character. Ottawa, Ill., has done this for years. Peoria and Bloomington, Ill. high-schools are doing this annually. How much better would a Presbyterian or Methodist academy be for these boys or their parents? Even if the same attainments were possessed when they entered college, the students would have been three or four years from home, the father one or two thousand dollars poorer. Nothing need be said of our large cities. Few will pretend, that any private school excels the 'English High' or 'Latin' of Boston, or the 'Chicago High' of Illinois.

If it be said, and it *is* said, that the moral and religious training of the youth is neglected, by keeping him from the academy or boarding school, I can best reply, by asking the many middle-aged and old men of our land, to relate their own experience in this matter. Were the tricks fewer, the meannesses less in quality or quantity, the habits of students better, the reading higher, in boarding school than with their sons in public school now? Did enforced attendance on early morning prayers, before breakfast, make better men of them? But it is useless to enumerate the evils of sending boys from home to school.

We say that building up denominational schools, is tearing down our public school system. If in a town where a majority of the people are Congregationalists, it is determined to establish and support a Congregational School, the people can easily do it. They can put their hands in their purses, pay the bills and send the children to school. When town-meeting arrives these citizens cannot vote a school-tax; they do not choose to support two schools; they must provide for their own, it is their duty to church. As a result, the public school interest suffers, while the unfortunate non-sectarians, if poor, must have quite ordinary schooling.

The policy of the Roman Catholic Church does not differ materially from the above example, although, to many Americans, the Protestant schools are less objectionable. The Catholic schools, however, seem to be gaining, especially in the education of girls, and it cannot be gainsaid that the scholarship of many of their teachers is of a very high order. And yet they do not teach Roman Catholic Arithmetic and Geometry; neither does the Baptist school teach Baptist Geography or Orthography.

The difference in schools must be chiefly in the teaching, and the utmost sectarian zeal cannot make sectarian sciences. I conclude that private schools are not generally a necessity. Heretofore a few private schools have been useful, as taking from public schools, two elements that were not desirable. Illinois has recently provided for each of these—one at the "Reform School" at Pontiac, the other at the "Institution for the Feeble-minded" at Jacksonville.

At present the objection does not apply to colleges, for we have few colleges connected with our public school system. But not many years will elapse, we hope, before all denominational characteristics will be omitted from colleges, and our whole educational system will be truly free for all sects, sexes and colors. In the hands of public-school men and women rests the life of private schools. Make the one a success, then the people will have no use for the other.

RESPONSIBILITY OF THE TEACHER.

That the teacher is, to a certain extent, responsible for the bodily health, and the intellectual and moral character of his pupils, is very generally admitted by every good teacher. The *extent* of that responsibility there is much diversity of opinion and much diversity of action upon.

It is hard to magnify unduly its extent. The formation of correct habits ; the amount and character of the knowledge acquired ; the progress and rapidity and propriety of intellectual development, are all directly proportional to the tact, the energy, the ability, and the application of the teacher. The abundance of the harvest depends upon the quality of the seed, and the proper cultivation of the soil. The success of a pupil or a class in a study depends very much on making a good beginning. The character of a life is often determined by a trifling incident. As the teacher is watchful to observe, and competent to improve opportunities for exciting interest in study, and waking up mind to the importance of the acquisition of knowledge, and educating the conscience, or is negligent of these things, so are men and women growing up to love and honor and bless him, or to mention his name with contempt. The culprit in the penitentiary, or from the scaffold, might often and justly call down maledictions on him whose negligence permitted, or whose incompetence necessitated the disappointment of the bright hopes, ardent wishes, happy visions of parents and friends, and the destruction of glorious possibilities.

The best of us may well be fearful when we ask ourselves how we have met this responsibility. Those who are so self-satisfied that they feel no responsibility resting on them on entering the teacher's profession, will soon tire of the business. It is said that there is nothing in existence without a use. The only use that can be assigned for such teachers, is to take charge of those careless, ill-trained, *wrong-principled* schools, in which loquacity passes for ability, "soft-sodder" for kindness, noisy show for proficiency, and

in which an honest, earnest teacher would be "too particular,"—a fool or a fanatic. The teacher teaches, wherever he is. Every act he performs, every word he utters, every thought he cherishes, has a bearing on this subject. He who assumes the teacher's office, and performs the teacher's duties conscientiously, takes upon himself no light burden. Shall he then despair, fret and worry and repine over his trouble and disappointments? No! There is other work to be done. How shall he meet the responsibility that rests upon him?

Let him be competent. Not too confident in his own acquirements, how extensive soever they may be, but making liberal use of the teachers' institutes, the educational journal, the newspaper, and current literature, to attract, interest and elevate his charge.

Let him be unobtrusive. There is no more mischievous quality than officiousness—a disposition to assume an importance and consequence to which his talents and character do not entitle; for he thus loses the respect of his pupils, and wilfully sacrifices a portion of his power to do good, and becomes accountable for the corresponding loss they sustain. A teacher loses no valuable prestige by being quiet and unobtrusive, nor does he succeed in securing respect and a reputation for dignity by formally demanding it.

Let him be cheerful. Great is the power of cheerfulness in the teacher to banish sighs and yawns; to quicken the memory, and render sensitive the perceptive faculties; to moderate the vanity of the sanguine, and to stimulate the dull. Hence the necessity of care, that the sense of his responsibility be not too oppressive, and thus interfere with its proper discharge. Let him not, therefore, be cast down, if great boys and girls with whose training he had nothing to do, are not all he would wish them; but let him deal with them as they are, and rejoice if they grow not worse.

Let him be honest. Trite as is the saying, there is no more obvious fact connected with school-keeping than that "Honesty is the best policy;" honesty in obtaining his school; honesty in conducting his recitations; honesty in making his reports and keeping his register. Let him not resort to the thousand tricks, and falsehoods, and "engineerings" too often resorted to to obtain this school or that school, or a few dollars a month extra. If he makes a mistake in conducting a recitation, or otherwise, in school, let him not fear to acknowledge it as publicly as he made it. In keeping his registers and class-books, let him not put on a genial smile when he comes to the name of Mr. Director's boy, and mark him accordingly, and then grow serious all at once, and become impressed with the importance of *strict* marking. Boys and girls have a wonderfully accurate appreciation of those things, and

the teacher who resorts to such expedients loses thereby immensely his ability to meet his obligations.

Let him be good. There is no more potent assistant to the teacher in this matter, than a conviction on the part of his pupils that he is really good. There is no child so obstinate, or mischievous, or dull, that he will not yield to goodness. It is the means by which the teacher meets his responsibility to that numerous class, that, loitering or tottering on the verge of an abyss, he is to *attract* to himself and save, or *repel* to be lost forever.

Thus, regarding his responsibility, the teacher has scope enough for the "richest talents, brightest fancy, keenest wit, and profoundest thoughts," and his will be the joy of witnessing that "mysterious growth and development of mind seen nowhere else so pure and plastic as with the simple-hearted child."

EIZNIK.

CHICAGO, June 1871.

THE CHILDREN.

"Take heed that ye despise not one of these little ones; for I say unto you, that in heaven their angels do always behold the face of my Father which is in heaven."—*Matt. 18: 10*.

Dirty and ragged and saucy, may be,
Born in a hovel, or born over sea;
 Robed in rich satin, or shabbily dressed,
 Treasures of love dwell in each little breast,
Waiting to open : seek, teacher, the key.

Feet that shall soon lead, to-day may be led;
Hands that shall govern, are governed instead;
 Minds whose ripe powers the nation shall sway,
 Plastic, are taking your impress to-day;
Train them aright : they will rule when you're dead

Boldly or shyly glance out from young eyes,
Souls that are needing a guide to the skies;
 Stretch forth a helping hand, loving and strong,
 Teach them to choose the right, shunning the wrong;
Lead thou the little ones : never despise.

Builder, whose workmanship ne'er shall grow old,
Souls are more precious than diamonds or gold;
 Yonder, where time and change never are known,
 There, with the shining ones, close to the throne,;
Their angels do always the Father behold.

LESSONS IN ASTRONOMICAL GEOGRAPHY. I.

This awkward title is the best I can think of; I mean by it, lessons on the shape, size and motions of the Earth, and on some of the common phenomena that result from these, and from the relation of the Earth to the heavenly bodies. I propose a series of several articles, in which I shall make no attempt to draw the lessons out at full length, as in the books on object teaching; but I will indicate the points to be presented in what is, in my opinion, a somewhat logical order; I will present carefully prepared definitions; and I will make such suggestions as may be helpful to young teachers who are really in earnest to make their students in geography *master* this rather difficult part of the subject. I have reason to know that, on this subject, there is no little lack of exact knowledge with many of our teachers themselves; and I am sure that most of our text books treat it in a very unsatisfactory manner. Questions like the following, given at the examinations of teachers, often elicit very crude, and sometimes ridiculous, answers: "Why are the tropics $23\frac{1}{2}^{\circ}$ from the Equator?" "Why does the sun shine into a north window on a summer morning?" "Why will not a good clock run with the sun?" "Where does the day begin?" "Why do ships sail on the circumference of a great circle?"

I shall say but very little about apparatus. In my opinion, orreries, tellurians, and all the other expensive gimeraeks, that are so often relied upon to give a knowledge of these things, are not only useless, but are often hindrances instead of helps. It frequently requires as much effort, and as great a use of the imagination, to understand the machine, as to master the truths the machine is intended to illustrate. In any case, the pupil must at last acquire the true ideas, if at all, by a proper and judicious use of the imaginative faculty; and he may as well be taught to use his imagination properly at the first. If the lessons are carefully arranged, and the teacher's words well chosen, there is nothing in the main features of the subject that may not be brought to the comprehension of pupils who are not very old; for certainly no one who is familiar with the sports of children, will deny that the imagination is among the most active of their faculties; and no mental power, not even reason itself, can be made more useful.

It is necessary at the outset, that the pupil be made familiar with certain geometrical ideas, and be put in possession of exact words to express them. Begin by showing the class a box or a small piece from the end of a stick of timber; get them to notice and name its three dimensions—length, breadth and thickness. Then, as you stand before your class, let them, in imagination, separate off a portion of the space before you; give it definite length, breadth

and thickness; as three feet long, two wide and one thick; now help them to think of that space as emptied, even of the air; its length, breadth and thickness remain the same. Now give them the word *solid*. Now call their attention to one side of the block, then to one side of the space; lead them to think of the bounding side alone, divesting it of all thought of thickness, but conceiving only of the length and width. Now give the word *surface*. In the same way, call their attention to one of the edges of the surface, allowing the mind to dwell on the length only. Next give the word *line*. Then direct attention to the points where the line is terminated. Use the word *point* to signify just the limit of the line, but as indicating no part of it. When, by sufficient illustration, these ideas are familiar, then put the definitions in sharp, clear language.

A SOLID is anything that has length, breadth and thickness. A SURFACE has length and breadth only. A LINE has length or direction but no breadth or thickness. A POINT has position but no size. A solid is bounded by surfaces. A surface is bounded by lines. A line is determined by points. A solid may be empty space, or space filled with any matter whatever.

Show them now the three kinds of lines; such as never change their direction; such as frequently change their direction; and such as constantly change their direction. Illustrate by marks on the blackboard. *A STRAIGHT line never changes its direction. A BROKEN line changes its direction at points a greater or less distance from each other. A CURVED line constantly changes its direction.* A straight line is the shortest distance between two points. A broken line is composed of two or more straight lines. A curved line may return into itself.

Illustrate these definitions in a variety of ways, and have the class illustrate them. Train the pupils to picture in the mind, unaided by any representation, a solid, a surface, a line of any kind, as you pronounce the respective word. Show the peculiarity of *a surface in which any two points being taken, the straight line joining those points will lie wholly in that surface.* Illustrate by applying the edge of a ruler to a book cover or a planed board, as the carpenter tests the accuracy of his work. Call such a surface a *PLANE*. Lead your class to conceive of planes stretching in various directions, and passing through different solids. Such a plane passing through a solid is a *SECTION* of that solid; it is the surface that would be brought to view were you really to cut a solid body in that plane; a section is not a part of the solid cut off. Help them to picture in their minds the shape of sections, made by passing a plane through various given solids.

You are now ready to teach the leading truths about a sphere and its sections. A globe will be helpful here, but a foot-ball or a common playing ball

will do nearly as well. Show how a sphere may be destroyed by indenting parts of its surface, or by causing other parts to protrude. Help them to pass planes through the sphere in different directions, making sections. If one or two lines are drawn around the sphere, it will help in this matter. Show the lines, and let the class think of the surfaces passing through the sphere, bounded by these lines. Put the sphere out of sight, and let them think of those surfaces. Imagine a sphere, and then imagine it to be cut by sections. Now give your definitions.

A SPHERE is a solid bounded by a surface, all whose points are equally distant from a point within. This point is the CENTER.

A CIRCLE is a plane bounded by a curve, all whose points are equally distant from a point within. The bounding curve is the CIRCUMFERENCE of the circle.

A straight line passing through the center of a circle and bounded by its circumference, is its DIAMETER. Half a diameter, between the center and circumference, is the RADIUS of the circle. Every circumference is divided into three hundred and sixty equal parts, called DEGREES.

Every section of a sphere made by a plane is a circle. Such circles as pass through the center of a sphere, are GREAT circles of that sphere; all great circles of the same sphere are EQUAL.

All circles of a sphere not passing through its center, are SMALL circles of that sphere; the further they are from the center the smaller they are.

The small circle whose circumference is sixty degrees from that of a great circle, has a circumference just half as long as that of the great circle. Any part of a circumference is called an ARC.

Circles pass through spheres, not around them. All degrees are equal as arcs, but not as lines; because every degree has the same amount of curvature. The longer the line to make any degree, the greater the circumference of which it is a part.

I have here indicated matter enough for a good many lessons; use more or less illustrations as shall be required, but make every pupil familiar with the ideas; then let the words in italics be thoroughly memorized. When this is done, and not till then, we shall have a solid foundation to build on in mathematical geography; and this foundation will not need to be disturbed when we pass to the study of Geometry or Astronomy.

NORMAL, June 15, 1871.

E. C. H.

The SCHOOLMASTER has recently sent as premiums "Froude's England," "Webster's 4to," "Worcester's 4to," "Curtis' Webster," besides many smaller works. These books are within reach of all. See first page cover.

READING IN GRAMMAR SCHOOLS.

I scarcely know how to introduce my subject acceptably, among so many contributors, whose experience is much wider and of far more benefit to the readers of the *SCHOOLMASTER*, than my own; yet, feeling as I do, its importance, I cannot but desire to raise my voice in behalf of a too often unheeded or wilfully neglected power, in the hands of every teacher.

Few of us realize as we ought, (or act upon our convictions, if we do,) the great influence we may exert over our pupils and the formation of their characters, by a proper course of training in their reading classes.

We teach the child the practical application of the principles in arithmetic, the proper use of noun and verb in the agreement of subject and predicate; from his grammar take imaginary trips with him to all points of interest on the globe, to fix geography lessons more firmly in his mind. But we forget after all these, that we must also make a practical application of reading lessons, beyond mere drill in pronunciation, inflection and emphasis.

I make this no specialty, no hobby, yet from my daily round of "arithm'tic," "hist'ry" and "jog'fy," I turn with a glad heart and thankful mind to my classes in reading, sure there of rest, refreshment and real pleasure, as well as profit to myself and my pupils.

It was not always so, I must confess. I can remember when I felt that I was accomplishing little, and my class less; when the hour was a weary one, and I was sorely tempted to yawn behind my book before it was half done.

Scholars will not care for what does not interest a teacher, and I was, no doubt, much to blame for the work, which though it resulted in fair progress in *reading*, profited little in any other direction.

Some one suggested the plan of analyzing the lessons. I began it; set the scholars looking for something in regard to the history of all the persons mentioned in the lesson, of the author, of any other suggestive word or topic that presented itself. In short, I resolved my class into a company of inquirers, seekers, or whatever you may please to call them.

The change was remarkable. They questioned friends, parents and acquaintances on topics suggested in the class, and often puzzled older and wiser heads than their own.

Many events in the history of nations and their heroes were introduced and learned from some talismanic word here and there, until reading lesson was a synonym for an hour of general pleasure, and one of the shortest in the day. Interest in one article from an author, led to interest in all; and from careless glances at the name of a writer, many began to observe the style and choose the sentiments of particular and favorite ones; to look for their books

and read them with avidity. They caught sight of their names in newspapers at home, and read with the same eagerness, anything there in regard to them, or brought the article to school for all to enjoy.

Children who had always preferred Beadle to Bryant, and Sylvanus Cobb to Dickens or Thackery, gradually began to suspect that there was other literature beside Dime Novels, the New York Weekly and Ledger, and gravely to inquire my opinion of such reading, (which by the way, was always given in very decided terms.) The older ones, and those whose minds were more mature, chose from their Readers, articles of real merit, and enjoyed them far more than the "funny pieces," which had been loudly demanded at first. And better than all this, I could see the gradual development of a new phase of character in many.

The story of the sweet patience of Milton and Mozart under their great trial; the self-denying patriotism of our revolutionary heroes and statesmen; the gentle sympathy in children's feelings of Mrs. Stowe, Miss Phelps, and the good gray-haired friend who penned their favorite "Barefoot Boy," all made an impression, and a lasting one, upon their minds. Gracious buds of promise showed themselves, and are even now unfolding in sweet and rare blossoms all along my path.

Of course the whole time of a reading class cannot be devoted to these conversational exercises. Sometimes two or three lessons pass with little remark, then a whole hour is devoted to a few lines fraught with special interest. Yet, I notice, that from a better understanding and an awakened interest in the matter of the lesson, it is easier to get proper pronunciation, inflections and emphasis. I have been greatly aided in my work by the introduction of "*Our Young Folks*," as a reading book. It has stimulated the class to far greater exertion, and given them more general information than I have ever been able to elicit from any single series of lessons in any other text-book. "*Half-hours with Father Brighthopes*" gives them sweet lessons of patience and forbearance. "*Our Menagerie*" sends them out with wide open eyes, to see the wonders of the animal creation; and there is no mistaking the influence of such articles as those which refer to the early ages of science, or to the more recent researches by Parton and Mrs. Agassiz. I would not exchange the information my classes have received in this way, for a great many lessons in arithmetic and grammar.

The system of familiarizing children with the names, lives and sentiments of authors, may begin much earlier than many suppose.

There is no grade above the primary, where we may not introduce to scholars, the writings of good authors, (selecting, of course, articles suited to their comprehension,) and familiarize them with their names, homes and

other writings, so that they will learn to seek for themselves, more of the same class. These names will be pleasant sounds to many of the "great ears" of the "little pitchers," and seem like the faces of old friends, as they meet them upon the pages of after-perusal. Children thus instructed, will hardly be likely to make the blunders I once overheard, in a conversation among some young ladies and gentlemen, of fair attainments, several of whom ("tell it not in Gath!") were *school-teachers*:—Said one lady "I am a great admirer of Scott, I think his 'Lady of the Lake' peculiarly fine; do you not agree with me?" "Yes" answered a gentleman, "he was a splendid man, and a splendid *General*, too; it was a shame he was superseded by McClellan." But the second lady did not agree with number one; "I like Scott," said she, "but I think 'Don Juan' is by far his finest poem!"

In the High School, the history of English literature should be introduced. "Shaw's Manual of English Literature" is an excellent text-book for this purpose; and its careful study, will be amply rewarded by the improved tastes and sentiments of many a careless scholar; for often interwoven with the history of the literature of our mother tongue, is the growth and development of sentiments that completely revolutionize the character. Here the teacher's influence must be still more carefully exerted. Here are the boys and girls

"Standing with reluctant feet!"

upon the threshold of life, its great mysteries opening before them; the power to choose good or evil, in their own hands. They begin, too, to see the rich stores and rare wealth of literature, lying ready; they seize with haste, and often devour without discretion. Let it be ours to guide their inclinations into pure channels; to lay their hands upon the volumes of real worth, to awaken in their minds a desire for such reading, as shall make them *true men* and *women*, worthy those noble names.

DIXON, ILL., June 15, 1871.

S. F. G.

BREATHING.

It may sound a little foolish to ask, What do we breathe for?

And to such a question I can conceive that a great number and variety of answers might be given, all of which might be true, and yet none satisfactory. We breathe because we cannot help it. Normal respiration is not so much a function of animal, as of vegetative life. We breathe to live; so do we eat and sleep, to live. Yet the function of respiration and digestion are not the same. We breathe to keep up the animal heat—to keep warm; yet

eating is as necessary for this purpose as the breathing. The stomach furnishes the fuel, and the lungs furnish the air. We breathe to purify the blood; but the liver, the kidneys, and "Drake's Plantation Bitters" do this, too. We breathe to oxygenize the blood. What for? What good does this do? Let us see. Let us give a more satisfactory and philosophical reason for breathing, or better explain the physiology of respiration.

Food is taken into the stomach, is digested, and becomes a part of the living organism—muscle, bone, nerve, tissue. The molecules of these nerves, muscles and tissues have a work to do—a definite function to perform. In the doing this work, these molecules, like so many parts of a complex machine, become worn out, useless, and worse than useless, because in the way. Now, it becomes necessary to remove these worn-out molecules of matter. Oxygen is the appointed agent to do this work. It is taken into the lungs, is carried by the blood to all parts of the body, is brought into contact with every particle of tissue, seizes upon the atoms of matter, mostly carbon and hydrogen, converts these elements, by uniting with them, into carbonic acid and water, and these are taken up by the blood, carried to the lungs, and are thrown out, or exhaled.

It is hardly true that breathing purifies the blood, but rather purifies the tissue. If the venous blood is the impure blood, the oxygen has done its part to make it so. The arterial blood bears in it a quantity of uncombined oxygen, while the venous blood bears in it oxygen combined with carbon and hydrogen, in the form of water and carbonic acid.

And now, as to that somewhat vexed question: Is carbonic acid poison? If we attempt to breathe pure carbonic acid, or an atmosphere containing more than twenty per cent., the glottis closes spasmodically, and death is caused by suffocation. Nothing is, or can be, admitted to the lungs. But if the atmosphere contains less than ten per cent. of the gas, the glottis remains open, and the air is admitted to the lungs, and is carried by the blood to all parts of the body, to every molecule of tissue as before, or as though it were normal air; but as a given volume of this inhaled air contains less oxygen than the ordinary atmospheric air, and as the work to do—that is the amount of worn out material to be removed—is the same, of course the work cannot be done, and the limited amount of oxygen takes away what it can, and leaves the other. The *tissue* is not relieved, purified of its worn out parts, and hence the system suffers from the presence of a quantity of worn out, useless, effete matter.

If we compare the atoms of oxygen to scavenger boats, and the worn out tissue to the matter to be removed, and the carbonic acid to the *loaded boat*, it may assist us in understanding this matter more fully. Carbonic acid is

the boat, completely loaded. If this loaded boat is carried by the blood into the presence of carbon or hydrogen, it can take no more of either, because oxygen has all that it can take or carry. It is not so much what carbonic acid *does*, as what it *fails* to do, that causes disease and death.

The practical lesson here taught is, send unloaded boats to remove the worn out matter—that is, breathe pure air.

J. A. S.

NORMAL, June 15, 1871.

ENDS AND MEANS.

“Some things are valuable finally, or for themselves; these are ends: other things are valuable, not on their own account, but as conducive towards certain ulterior ends; these are means. The value of ends is absolute, the value of means is relative.”

Sir William Hamilton.

In order to succeed in any undertaking, it is necessary first, to know definitely what we wish to do, then to select the right means for the accomplishment of our purpose, and finally, to use those means with a view to the desired end. If we fail in either of these particulars, we shall fail in the result. We may see clearly the thing to be done, and adopt the proper means, and yet fall short of success from a neglect to make the right application of those means. Is it not right here, that we are to seek the cause of our failure, sometimes, to achieve the best results in our educational work? It is not that we do not recognize the great object of education, nor that the methods and systems employed by us are essentially faulty, but rather that we fail so to apply those methods and systems, as to make them conducive to the true end. Until within a comparatively recent period, public education in our country was in a chaotic state. We do not need to search for the oldest inhabitant, to find those whose memory runs back to the time when the work of the school-room was performed in the most hap-hazard manner; nor have we yet succeeded in bringing perfect order out of this chaos. Still, the discussions and the experience of recent years, have done much to establish correct views of the science of education and the art of teaching, and to carry out those views in the practical work of the school. Compare the methods of instruction, the orderly arrangements, and the excellence of system in the school of to-day, with what any of us past thirty, can recall of our school days, and the vast improvement is manifest. Indeed, has not so much been done in the way of bringing to perfection the means and methods of education, or what may be called the educational machinery, that we are sometimes led to think that this machinery possesses some intrinsic value of its own, apart from the end which it subserves? And

if, as is often charged, we do not show so great improvement upon the past, in the results of our work, as our superior methods and systems might lead one to expect, may not the fact just alluded to, afford the explanation? Have we not given our attention so exclusively to the means, that we have to some extent, lost sight of the end? Are not some of us like the man, who, being called on important business to a distant city, was so much attracted by the natural beauties along the route which he was traveling, that he stopped off by the way to admire, and forgot his business and his destination? I would not under estimate the importance and value of method and system in education: nothing is of more importance, save only the end for which alone these should exist. But it is one thing to conduct a school as if it were a splendid machine, to be run merely for the purpose of showing how nicely adjusted are all of its parts, and with how little jar and friction it can be operated; and another and quite a different thing, to conduct it upon the principle, that the only true test of its success, is the amount and quality of the work done.

PEORIA, ILL., June 12, 1871.

BAILE.

EDITOR'S DEPARTMENT.

We publish elsewhere, an article on denominational schools. This subject is attracting considerable attention just at present, and we know that there are many in the different denominations, who do not sympathise with our correspondent. On the 25th of May, the Roman Catholic Bishop of Ft. Wayne sent a communication to the *Chicago Times*, from which we make the following extract:

"It is with me, a matter of sincere regret, that our non-Catholic friends will not understand the Catholic position upon the so-called public school question. We do not object to Protestants sending their children to the public schools, nor to their supporting them by a tax, or in any other way they may see fit. We have not the slightest intention of interfering with their existence. They may, perhaps, think they are well adapted to the wants of those who patronize them, but Catholic parents who realize the sacred obligations of preparing their children not only for this life but for the life to come, prefer to see their children in schools where religious instruction and moral discipline go hand in hand with secular education. Many Catholics regard it a hardship that they should be taxed to support a school system that they do not and cannot approve.

The Baptist denomination have recently held educational meetings, at Worcester, Mass. and at Chicago. In both places there seemed to be a strong feeling in favor of denominational academies; and some of the reasons urged, are worth considering. But, according to the report in the *Standard*, there were some utterances at Chicago, which we deem both foolish and mischievous. — of Iowa, said: "For his part, he would say to the Baptists of Iowa, don't give a cent of their money nor a tithe of their time and energies for any educational institutions, but those of their own denomination." Prof. — of Michigan, "thought, after the primary school, the State Government

ought to have little to do with education. In Michigan the brethren are hampered by the fact that denominational influence cannot prevail over secular power." Rev. — of Keokuk, "was opposed to Baptists having anything to do with institutions of learning, under the patronage of the State."

Rev. Dr. — of Shurtleff College, read a paper: "The duty of Baptists to patronize their own schools was strongly urged. The State claims the right to tax its citizens at pleasure for the support of higher institutions of learning. Against this, our solemn protest should be entered. The State has the right, beyond question, to raise by taxes, the means for providing elementary education for all classes, and also, to make provision for the helpless classes, such as the blind, &c. Here however, it should stop." Now, to our mind, the language of bishop and preachers as quoted above, seems to have a wonderful similarity in sound; and it differs greatly from our ideas of education. It is true, that intellectual education should not be divorced from moral and religious education; but the thought in the minds of all these gentlemen seems to be, that no education can be moral and religious, that is not at the same time sectarian. There is doubtless something to be said in favor of denominational schools; and the columns of the *SCHOOLMASTER* are open to receive temperate articles on that side of the question.

We present to our readers, with this number, the first of a series of papers on mathematical geography, by Prof. Hewett. So far as we know, no text book gives this work carefully and critically. It is certain that this subject is poorly and incorrectly stated in the school geographies; even some of recent issue contain faulty definitions. There is no good reason why this work should be so misty in the minds of many, (and we know it is,) who are compelled to do it. A careful study and application of these lessons will clear away the fog; but it must be observed that no cursory reading will be of avail. They must be studied and learned.

Some of our newspaper editors are remarkably wise men. You may be sure that anything which they do not know, on any subject that can be named, is not worth knowing. Hence, it is very kind in them to gush forth such perfect torrents of sage advice as they do, to manufacturers, statesmen, lawyers, clergymen and all other classes. The editors of the *Chicago Dailies* lack universal wisdom no more than others of their profession: and to nobody are they more willing to give of their treasures, than to poor ignorant schoolmasters; and in fact to all persons who have anything to do with schools. That questions pertaining to schools are those on which their profundity fairly overflows, and that teachers and superintendents, from highest to lowest, sorely need their help, is shown clearly by the tone of contempt, superciliousness and fault-finding, with which they almost invariably speak of schools and teachers. The following choice statements are from the oracular utterances of one of these fountains of wisdom, concerning corporal punishment in schools:

"The ——— board of aldermen have in one matter demonstrated their sympathy with the intelligent progress of the age. They have determined by a vote of nearly three to one, to abolish that relic of mediæval barbarism and unreasoning cruelty, the whipping-post in the public schools. * * * * The intent of the law plainly is, to prohibit the infliction of physical injury upon children, in any manner whatsoever. This

intention is not only in accordance with the dictates of an enlightened humanity, but it is in strict accordance with all the inculcations of science. When school-teachers become qualified for their calling, they will know how to govern children without flogging them."

"There is richness" for you; there is wisdom. But, why doesn't he condescend to tell the poor, ignorant, brutal pedagogues how to manage several hundred children, collected from all sorts of homes, and from no homes—some of them wild "street Arabs,"—without ever giving them any pain? How would he rule them? Perhaps a single contraction of his Jove-like brow would be enough. But wouldn't that frighten them? And isn't fright *pain*? We wish he would tell us all about it. But, we think we have heard that gray-haired editors need whipping sometimes, and by a woman, too. Perhaps, it wouldn't be necessary, if some woman who had a right to do it,—mother or teacher—had administered judicious spanking in childhood, as she ought to have done.

The *National Teacher* for May, makes the following statement of the result of abolishing corporal punishment, in the schools of New York City:

"The by-law of the Board of Education of New York City, forbidding the use of the rod, does not seem to work well. Superintendent Kiddle states in his annual report that it makes the discipline more *difficult* and *less efficient*. Many teachers find great difficulty in governing boys' schools, and to such an extent are the energies of some female teachers exhausted, in preserving order, that they are unable to give sufficient instruction. The aid of parents is more frequently invoked than formerly, and '*very often without effect*.' 'It cannot be said,' remarks Mr. Kiddle, 'that our system is truly efficient while it is necessary to expel a pupil, not thoroughly depraved, from any of the schools, in consequence of a want of power to control him, and thus amend his character and manners.'"

Why don't those New York folks turn out their weak, barbarous female teachers, and put their schools in charge of a brigade of Chicago Editors? It might be a blessing to *one* of the cities, if *not* to both.

Not as many elaborate school-houses are building in Illinois this year as last. The clause in the new constitution limiting the amount of debt which a town is permitted to contract, has the desired effect.

This limitation is a valuable provision in the organic law. Illinois was crazy on the railroad question. Many towns hurriedly voted upon themselves a huge debt for constructing a railroad that in many cases provided for their decline. Next to railroads came school-houses as a means of extravagance. Ambitious to excel neighboring villages in magnificent buildings, costly furniture and apparatus, urged by ignorant and often incompetent directors or superintendents, a town votes the bonds for a \$70,000 building, which, when completed, accommodates five hundred pupils. Through much tribulation and repenting at leisure, the town manages to complete and furnish the house as planned; the heavy tax is burdening the people; the money is all in buildings, none is left for current expenses. The people refuse to pay more money; the school-palace is of little use. There would not have arisen a complaint about the expenses of public education if money had been judiciously expended. School-palaces are not needed, on the contrary they are positive draw-backs to progress. We shall do well to see that every dollar spent on schools is so invested that its value be

returned. Boston spends \$311,000 00 for a school-house and adornments; when any western city is as old and as far in the van as Boston, it will do to contemplate such liberality. We cannot now afford it; our wealth is yet in the soil; time is necessary to possess it. Cease the cry for school-buildings noticeable for architectural display and costly furnishings, and look about for brains and common sense to put inside the house and take charge. A good school can be in a log house; a one-hundred-thousand-dollar house can never make a good school.

We hear much now-a-days about over-work among our boys and girls. Agitation of this kind would not have arisen without cause. It behooves teachers, if they have not; to look into the matter, and see how much of truth lies back of the complaining. An article in the *Public School Journal* has attracted much attention. The conclusion of the eminent writer is one which we have heard reached many times by superintendents.

"We must have spacious play-grounds, a good system of bodily exercise, perfect ventilation, three hours book a day, five hours attendance at school, one lesson to be learned at home, * * * * and singing, swimming, dancing," &c. No superintendent with whom we are acquainted will say aught but amen to this. The question arises how shall these things be brought about. We can have five hours session a day; we can have three hours book a day, and one home lesson; we can have singing, light gymnastics, &c. We *do* have these; but how about spacious play-grounds in cities, where land costs one hundred dollars per foot? Is New York, Chicago, or even Boston, ready to invest a few million in acres, for school play-grounds? As for perfect ventilation, so far, it is a myth. Either of the prominent systems is truly a blessing to our schools, but the perfection is not yet. None of us will be slow to accept and adopt every improvement in the ventilating line. The swimming would be an excellent part of the daily programme of a school on our prairie; huge baptisteries could be connected with each building, and steam-power added to work the pumps.

Our schools are continually adopting reforms. No theory of ordinary plausibility is advanced but some zealous advocates for it are found. As a result, innovations are often made ridiculous by the extremes to which they are carried. It is doubtless true that in a few educational centers, pupils are over-worked. The reverse is true with the great majority of public, as well as private schools. Men are apt to think of poring over books as work, and half study, half nothing, as serious confinement. What we want is more work, but in shorter time. He, whose class at the close of the year, can do in fifteen minutes as much work as required thirty at the commencement, has a glorious result for ten months' work. Let us not think of this half study as hard work, but rather make an effort for that discipline which is acquired only by the closest application. Then, indeed, will three hours book a day be enough, if not too much, and not till then.

On the 18th of May, Rulloff was hanged for murder, at Binghamton, N. Y. His case illustrates most forcibly, the fact, that great intellect and high culture may exist in connection with the vilest moral character. He probably

murdered his wife and child, about twenty-five years ago, but managed to escape due punishment. He has followed a black career of robbery and probably murder since, until he shot a clerk, in a store into which he had burglariously entered. For this he was hanged. Yet during all this time, he has been engaged in active and successful study, which he continued almost to the hour of his execution. But he went to his death joking and swearing, without the slightest indication of any compunctions of conscience. It has been said that "hanging is the worst use you can put a man to," but, in our opinion, for such a human fiend as he was, nothing *better* could be done with him.

It should be a matter of rejoicing with good men everywhere, that our disputes with England have been amicably settled by treaty. The *Boston Watchman and Reflector*, calls this treaty, "A triumph of Christianity," and so it is. It says: "In some of its aspects this event is of mightier moment than any other which has occurred since the birth of Christianity itself." We believe the treaty is thought to be quite favorable to America on the whole, though some concessions must be made on both sides. Can this be one great step towards the time when nations will be wise enough to sheathe the sword?

At last the "Red Republican" rebellion in Paris seems to be at an end. It went down in blood. The leaders seemed determined to do all the mischief they could when they found that they must fail. Some of the most noble structures in the city were wholly destroyed. The rebels fought like tigers, and their conquerors crushed them without any show of mercy. Thousands of men, woman and children were slain. Most of the leaders have been shot. It was a savage piece of work; but it is difficult to see what else could be done with them. The *Nation* states the views of the Commune in the following language: "Their real creed included the total denial of the existence of God and of a future life; the prevention of any religious observances, and the treatment of priests and ministers as impostors; the abolition of marriage, and the substitution of temporary connections, based on the inclination of either of the parties; the rearing and the education of children by the Commune, as in a vast foundling hospital; the outlawry of all persons not living by the labor of their hands, or, in other words, the creation of an aristocracy of *ouevriers*; the expulsion of the literary or educational class from all places of trust or dignity; the substitution of 'natural justice' in the courts of law for all artificial systems of jurisprudence; the appropriation of all property to public use, and the provision of labor for all persons able to labor, and support for those who were not able out of the public purse." This, we believe, presents the aims of the Commune tersely and truly. One of the soundest of our religious papers states the "moral" of the Commune as follows: "If the radical labor-reform, anti-right-to-hold-property, anti-capital, anti-law-and-order leaders care to know whither their course is rapidly tending, let them look at the insurgent Communists of Paris. There is the fruit, and with us is the blossom. The principles advocated by many of our 'reformers' really result, when carried out in their full import, in the creeds and deeds of the God-and-law-defying Parisians, who have recently brought upon themselves the indignation of the

world. It is dangerous to tamper with the foundations of society, to create divisions and hatred between different classes of people. 'Liberty under law' is our motto; and we want among us no liberty run mad, no sowing of seed that shall bring forth a bitter harvest."

We commend the *good taste* of the *Arkansas Journal* in its selection of three articles from our January number for the columns of its March number. They are able articles, and worthy of many readers. In using them the editor forgot to mention that these articles were original in THE RHODE ISLAND SCHOOLMASTER, a mistake which we are assured he will hasten to correct before his patrons at his earliest convenience. —*Rhode Island Schoolmaster.*

We shall be pleased if, while the *Arkansas Journal* is attending to the above suggestion from our Rhode Island neighbor, he will do justice to the CHICAGO SCHOOLMASTER, and its contributors, by giving credit where due. Although it is pleasant to know that our leading articles are reprinted, the satisfaction is not increased by finding them appear as original in other journals. These comments would not have been made had the editor answered our letter of inquiry.

A CARD.

In May, 1868, I published the first number of THE SCHOOLMASTER; in May, 1871, I sold the journal to the Schoolmaster Company, (Aaron Gove & Co., of Normal.) From the first THE SCHOOLMASTER has had continuous growth and prosperity. Its success brought such an increase of labor that my official duties compelled me to resign it; hence the transfer to other hands. THE SCHOOLMASTER will continue to be one of the best educational magazines in the United States.

JOHN HULL, Co. Supt., McLean Co., Ill.

Bloomington, June, 1871.

Above, will be read the card of Mr. Hull, on leaving the SCHOOLMASTER. It needs not our good words to show the work of Mr. Hull. Many school-men in Illinois, especially those of the first five classes of Normal, have followed with interest the progress of this journal. In the hands of a less firm man, it would have died months since. John is one of the "fight-it-out-on-that-line" kind; when an enterprise is put in his hands we need not expect it to "go under." The schools of McLean County are beginning to show the results of the thoroughness and zeal of an able Superintendent.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—The excessive heat of the early summer has not greatly thinned the schools. Though many larger pupils have left their books for the shops and the stores, their places have been filled by the army of little ones just ripening into school age.

The numbers therefore remain about the same, though the average age of pupils is now less than during the winter. In almost every respect there has been great progress in the schools; teachers have labored with a more definite aim than hitherto, having

adopted methods more consonant with the laws of mental development, and shown more intelligence about the organization of children and the possibilities and limits of their organization. It is probably true that not a city in this country has a better system than Chicago: not more than one, shows as good results in all respects. The highest possible form of government in a school is self-government, and this happy end is now as nearly attained as possible. It is remarked by all who visit the schools, and is an unceasing source of wonder to those who are not personally acquainted with the city. Chicago now stands at the head of educational interests and polity, and is expected to take the initiative in adopting the most liberal and advanced, though well founded, ideas of child-culture. Having earned this proud position by the unsurpassed excellence of her system, she is now happy in the recognition of it by her friends abroad.

The proximity of the examination of candidates for the High School, causes most strenuous efforts on the part of teachers, in putting on the finishing touches. The day set apart for this examination is Thursday, June 22, at which time, about four hundred and forty boys and girls will present themselves at the High School building, to test their ability to pursue their studies further, nearly fifty more than ever before. Last year out of three hundred and ninety-five applicants, three hundred and eighty-five were successful; it is hoped that the number failing will not be increased this year. This is an evidence of the efficiency of the schools.

As usual at this season, the Board report on the salaries of teachers—a most vital question, affecting as much the standing of the schools, as the comfort, health and success of the teachers. The committee having this matter in charge, have deliberated and presented a very elaborate report, which will probably be adopted without much dissent. The salaries will remain, if the report be adopted, nearly as at present, but are so graded that greater inducements are offered for superior ability, and teachers will be encouraged to attain higher excellence in their work, whatever their department. Justice is done to woman by this committee, who deserve the thanks of all fair-minded people; they make the salaries in all cases, depend upon the position and not upon the sex of the occupant thereof. Would that all who are laboring for the enfranchisement of woman were as just and sensible.

Principals of Grammar Schools of 300 pupils and under.....	\$ 800 to \$1000
“ “ “ 600 “ “	1300 to 1500
“ “ “ 900 “ “	1800 to 2000
“ “ “ over 900 “ “	2000 to 2200
“ Primary Schools of 500 “ “	700 to 900
“ “ “ over 500 “ “	900 to 1100
Head assistants.....	1000
First assistants.....	\$ 500 to 800
Assistants and German teachers.....	450 to 700
Teachers of Drawing.....	1000

High School teachers, same as last year.

The course of study for the Normal Department of the High School has been revised to meet the advanced standard of the school, and is as follows:

First Year.

First Term.—Geometry, Natural Philosophy, Rhetoric, Physiology, (Familiar Lectures on personal habits.)

Second Term.—Geometry, Natural Philosophy, English Literature, Botany.

Third Term.—Chemistry, Botany, English Literature, English Classics, (Addison, Scott, Irving, Longfellow; one work of each.)

Second Year.

First Term.—Astronomy, Higher Algebra, Chemistry, English Classics, (Julius Caesar.)

Second Term.—History of Education, Natural Science, Natural History, English Classics, (Milton, Macaulay, &c.)

Third Term.—Methods of Teaching, Review of Common Studies.

Contracts for building three new primary schools have been let, which when completed, will accommodate over two thousand pupils. They are expected to be ready for

occupancy early in the fall. It requires no light expenditure to keep pace with the increasing demand for school accommodations, so rapidly does the city grow from year to year, and so popular are the public schools.

The teachers and friends of education and christianity, were lately called to mourn the death of Mr. A. W. Tinkham, recently a member of the Board of Education, and for many years Secretary of the Board of Public Works. His upright life, his faithful discharge of duty, and his uniform courtesy endeared him to all.

At the last meeting of the Principals' Association, the Superintendent spoke of the great benefit that had been conferred upon the schools through the organization, and believed that no other agency could do as much. It had begotten harmony, good will and enthusiasm; led to study and thought upon educational topics, and to a desire to advance the standard of education. Its influence has been felt by every teacher, and caused a greater interest in her work. Visitors notice the extreme ease with which schools are governed, and see that no time and strength are lost in simply keeping order. Even if they engage teachers in conversation, no disorder occurs,—a condition not everywhere found.

A committee was appointed to secure, if possible, half-fare tickets to some points East during the two months' vacation, and it is expected that this favor will be secured. The rail road officials deserve the thanks of teachers for their courtesy and generosity.

The question for discussion was only looked at, then laid over for consideration at the beginning of the next school year, at which time it is hoped that it will be divided and carefully considered by the Association. If it be thoroughly discussed, much good will result, for it aims directly at the every day work of the school room.

A resolution was presented recommending that the Association meet each week instead of each month, as hitherto, which was laid over; it will, without doubt, be carried unanimously.

ST. LOUIS.—We have received the annual report of the St. Louis Public Schools for 1869-70. It is a thick volume of 320 pp., being largely occupied by the report of Superintendent Harris. Besides giving an account of the condition and working of the schools, he says a great many things that are of interest to teachers everywhere. In fact, anything that he writes on the subject of education challenges the teacher's earnest thought, even if it does not receive his sanction. He very truly says:

"The spirit of American institutions is to be looked for in the public schools to a greater degree than anywhere else. If the rising generation does not grow up with democratic principles, the fault will lie in the system of popular education. * * * It would be wrong to establish class-schools so as to separate the poor from the rich. Our schools should be democratic—good enough for the best, and cheap enough for the cheapest."

Mr. Harris does not believe that our modern systems of schools are generally injurious to the physical health of the pupils. He believes that the co-education of the sexes in our schools is advantageous in respect to *economy, discipline, instruction, and individual development.*

The whole number of pupils enrolled in the public schools of the city is 24,347. This number is almost exactly equally divided between the sexes. It is curious that Cincinnati, with only 70 per cent. of the population of St. Louis, has an enrollment slightly greater, while the enrollment of Chicago is more than 50 per cent. greater, although its population is slightly less than that of St. Louis. The cost of tuition per pupil is \$16.70 per annum in Chicago; \$16.85 in St. Louis; \$17.85 in Cincinnati, and \$21.85 in Boston. St. Louis employs 424 teachers in her public schools, including the Normal School. Of this number 36 are males. The principal of the High school receives \$3000 salary; the principal of the Normal school, a lady, receives \$2500; the principals of the largest Grammar schools receive \$2000,—two of these are ladies; more of the ladies are receiving \$600 than any other salary. The principals of the Grammar schools have been relieved of some of their labor in teaching, and their supervisory power has been increased. This has been attended with excellent results. The total enrollment of the Normal school, for the year, is 148; largest number at one time 114; number of teachers 6. Total value of school property \$1,730,146.21.

MASSACHUSETTS.—Thomas Emerson, for several years Superintendent of schools in Woburn, has been elected to a similar situation in Newton. Salary, \$3,000.

The Legislature has authorized the Board of Education to establish a new Normal School at Worcester, and appropriated funds for the erection of a suitable building.

BOSTON.—At a meeting of the School Committee, held June 14th, the salary of Ushers was raised to \$2,000.

Geo. W. Neal was confirmed as Submaster in the Quincy school. George Perkins as Usher in the Phillips school. Oscar D. Robinson, Usher in the Dwight school, and T. H. Mason, in the Brimmer school.

Messrs. Eichburg, Sharland, Holt, and Mason were re-elected teachers of music, and their salaries raised, so that they now stand \$3,500 for Mr. Eichburg, and \$3,300 for the others.

Henry Hitchins, Chas. A. Barry, Chas. Fumeaux and B. F. Nutting, were elected teachers in Drawing. Mr. Fumeaux takes the place of Wm. N. Bartholomew, who has declined a re-election.

Walker Smith, of England, has been selected as Normal Instructor in Drawing, and will superintend that department throughout the city. All the High and Grammar Schoolmasters were reappointed. There are 41 in all.

RHODE ISLAND.—Formerly Rhode Island had a flourishing Normal School, under the care of the lamented D. B. Colburn. It has been suspended for several years. The State is about to establish a new State Normal School in the city of Providence. It will go into operation Sept. 6, 1871. The full course of study will continue two years. It will cover about the same ground as the course of the Massachusetts Normal Schools. Latin and French will be optional studies. The State, in addition to free tuition, appropriates \$1500 a year to be distributed among the students whose homes are more than five miles from the city; but no pupil shall receive more than forty dollars from this fund. The principal and other teachers are not yet appointed, but it is the design of the trustees "to secure the best talent in the country." There is to be a model department connected with this school. We cull these facts from the *R. I. Schoolmaster*.

KENTUCKY.—The county commissioners of Fayette and Bourbon counties held an institute in Lexington, June 26th, continuing five days. The programme sent us is one of the best we have ever seen. The questions for discussion, and the arrangement of exercises, reflect great credit on the executive committee. Messrs. Lockhart & Grehan are evidently men who understand their business.

MISSISSIPPI.—Prof. S. W. Garman is actively engaged in holding institutes. He writes that the labor is great and the field boundless.

The State Normal School at Holly Springs is doing unusually well for the first year of a State school.

WEST VIRGINIA.—The State Teachers' Association held its annual meeting at Ravenswood, June 27th and 30th. Prof. Robert Kidd, of Ind., and Hon. E. E. White delivered addresses. But twenty copies of the *SCHOOLMASTER* are now sent to W. Va. Will not some friend there increase our list and send us items.

PENNSYLVANIA.—The State Teachers' Association meets at Williamsport on Aug. 8th. One year ago corporal punishment was abolished in the schools of Allegheny City, but the board have repealed the rule, satisfied that teachers should have the authority to use the rod.

ILLINOIS.—THE ILLINOIS INDUSTRIAL UNIVERSITY.—This institution recently closed its third year of regular work, ending with a kind of commencement, though no student had completed the full course of study in any department. It is the policy of the school to admit students for any length of time, and after the first year grant them certificates of studies pursued. In most cases the full course extends through four years. Five students felt themselves compelled to leave after having done three years satisfactory work, and near the close of the last term called for their certificates. Eleven others of the same class propose to return next year, but all were permitted to write and deliver orations.

The following is an account of the exercises:

Sunday, June 4th, 1871.—Baccalaureate address, by the Regent, Dr. J. M. Gregory.

Monday.—Examination from 8 to 12 A. M., and 2 to 4 P. M. Address before the Industrial Society by Ex-Gov. Richard J. Oglesby, at 7 P. M.

Tuesday.—Examinations as on Monday. Address before the Literary Societies by J. Mahony, Esq., of Chicago, at 7 P. M.

Wednesday.—Exercises of the third year students, 9 A. M.

1. Music, by the University Band..
2. Prayer, by the Regent.
3. God in Nature. Charles W. Rolfe, Montgomery.
- *4. Education necessary to the life of the Republic. Henry N. Drewry, Mason.
5. Columbia's Heroes. James W. Mathews, Mason.
- *6. Should our institutions foster a Military Spirit? Miles F. Hatch, Bliven's Mill.
7. Music, Miss Cheever, Piano.
8. Chemistry in relation to the world's progress. Milo B. Burwash, Champaign.
- *9. The Mineral World. Reuben O. Wood, Woodburn.
10. The Past Decade. Stephen A. Reynolds, Belvidere.
11. Ancient and Modern Engineering. Willis A. Reiss, Belleville.
12. Music, by the Choir.
13. Antiquity of Time. Calvin F. Parker, Philo.
14. Sources of a Nation's Wealth. David F. Swyer, Belleville.
15. Scientific Education. Charles W. Silver, Urbana.
- *16. Progress of the Industrial University. Jacob N. Wharton, Bement.
17. Music. Miss Canine, Piano.
18. Change. Isaac S. Raymond, Champaign.
19. Achievements of the American People. James A. Williams.
20. Misplaced and Appropriate Labor. Jared Teeple, Elgin.
21. Practical Education. George H. Lyman, Richland.
22. Music, by the Choir and Band.
23. Presentation of Certificates and Address to the Class. The Regent.

*Excused from speaking.

The young men, without an exception, did justice to themselves and credit to the instruction they had received. Some, as indicated above, chose to be excused from speaking, but handed in their compositions. The Regent in presenting their certificates said that a few years ago similar papers would have been printed in Latin, as some are now, and a few years still further back the President and Faculty would have appeared in their peculiar robes of office, and their heads being surmounted by cocked hats. These things had passed away. He spoke to them in plain English and appeared in plain dress. He rejoiced that the change had been wrought, not in form only, but in the spirit as well. Ideas of education are shaping themselves upon new patterns. The practical and useful are the things valued now. Yet he would not give up the old languages, nor throw out from our educational courses all, but the bare matter-of-fact elements of knowledge that directly applied to hard labor. The idea is to provide means for the thorough education of the laboring classes, but when learning is stripped of all that stirs the intellect, all that engages the imagination, all that refines and elevates the man, even these classes will turn in disgust from the dry details left for them. He would not forget that it was his duty and that of the institution to make learning practical; neither would he forget that the man was more than the artisan.

The ladies had no parts in speaking, having been admitted only a year ago, but their presence and their music enlivened the exercise.

The College Hall, deemed insecure for the large audience expected, had been well supported by pillars from below, and this precaution was no doubt wise, for the room was full to overflowing with persons anxious to hear the first commencement exercises of the institution. The hall was decorated with rare taste with evergreens and flowers. Over the speaker's stand appeared the motto, wreathed with evergreens, "Learning and Labor," and a wreath suspended from the ceiling inclosed the figures 1871. On each side of the stand were arranged large numbers of flowers and ornamental plants in pots from the University green-house, all showing that the finer things of life are not forgotten in the practical institution. Some of the young men were brown with the summer sun, but spoke just as well for all that.

Wednesday, 3:30 P. M.—Exercise drill of the University battalion.

The parade ground was surrounded by spectators when nearly two hundred students, mostly in uniform, marched out with muskets, in true soldier style. The fife and drum were not wanting, and the bugle sounded in clarion notes the commands of the officer in charge. For an hour there was marching and countermarching, wheeling and maneuvering, the varied movements of the manual of arms; loading and firing, such as only adepts might imitate. Then came two or three rousing, Fourth-of-July-like speeches, and all was over.

The number of students attending during the year is 277, 23 of whom are ladies. New buildings are to be put up this summer, some account of which will appear in our next.

NOTES FROM MACON COUNTY.—*From the Diary of the Superintendent.*—The following figures are the aggregates of memoranda made in ten schools visited consecutively during the present month:

Average enrolled, 336; in attendance at time of visit, 213; in alphabet, 53; first reader, 55; second reader, 54; third reader, 67; fourth reader, 59; fifth reader, 41; sixth reader, 5; reading in histories, 2; studying geography, 33; grammar, 17; U. S. History, 7; primary arithmetic, 62; practical arithmetic, 59; penmanship, 129.

Want of symmetry in the organization and classification is very clearly indicated by the above. A constant warfare waged against the Sixth reader has succeeded in abolishing it in many of the schools. I find, indeed, very few appropriate places for the Fifth.

The best country school I have found was organized into three classes. The readers used were the First, Second and Fourth. The same classification served as well for the other branches as for the reading. The teacher of that school is doing a noble work.

On the subject of reading I have this general criticism to make on a majority of our schools—the work gone over is not mastered. The pupils even, in the highest classes, are constantly stumbling over and miscalling such words as *and, of, with, nests, therefore, wherefore*; many other little words in every day use, appear to be entire strangers, when met with on the printed page.

In the ten schools alluded to, the number studying geography should have been at least 200, instead of 33. The Grammar classes deserve to be trebled; but in the understanding of this subject I find a decided weakness on the part of those pretending to teach.

Our schools are much in need of greater simplicity in the classification. I do not know of a single school where *three* classes in reading, with the additional time that could be devoted to each, would not secure far better results than the present order where the rule is five or six, or even eight, as I have found in a few instances.

Too much hair splitting is also manifested in the classifying for the other branches; for instance I frequently find four or five classes in arithmetic, where it would require the assistance of "a pair o' patent double million magnifyin' gas microscopes of hextra power" to be able to see more than two grades of pupils, namely: one learning the fundamental rules, and the other making application of the same to the other departments of the subject. And, all of each grade can be exercised at the same time just as well as not.

What is true of the schools of this county, I suppose is also true, to some extent, at least, in other localities; hence I have selected from my notes and written thereby to the SCHOOLMASTER.

Decatur, June 15, 1871.

O. F. M.

CHRISTIAN COUNTY.—The Christian County Normal School will begin its session in Taylorville, July 21st, and continue six weeks, under the supervision of Supt. W. F. Gorell. Mr. Gorell is sparing no pains to bring the schools of his county to a standard equal to the best. Teachers of Christian and adjoining counties will have a fine opportunity for improvement at Taylorville, in August.

MACON COUNTY.—Beginning August 14th, and continuing for a term of four weeks, the county Superintendent will hold a school in one of the public school rooms in Decatur, for the benefit of the teachers of the county, and especially the younger ones and those preparing to teach. No fancy work need be expected as the intention is simply to have daily drills in the branches required to be taught, together with methods of teaching the same.

A fee of 50 cents for defraying incidental expenses will be the only charge.

O. F. M.

POPE COUNTY.—Mr. D. E. Newcomb, teaching at Golconda, remains there another year. At the recent election the town voted for a six months school only. Since then the citizens have resolved on a nine months school, and a private fund pays the bills. The school men there evidently believe in minority representation. Pope County Institute meets in Golconda, in October.

JACKSON COUNTY.—Mr. G. D. Yokom closed a successful year in the public schools of Carbondale, on Friday, June 9th. R. J. Young has had charge of the schools

at Murphysboro, and Theodore James at Grand Tower, during the past year. The walls of the building for the Southern Normal University, at Carbondale, are up to the top of the first story. Work is suspended for the present in consequence of the death of J. W. Campbell, the contractor; he was killed by a joist falling on him.

PEORIA.—The Normal School closed on the 23d of June. Dr. J. M. Gregory, of Champaign, made the address on the occasion. Work has begun on a new school building on the bluff. It will accommodate the children in that neighborhood, and also furnish quarters for the Normal School. We congratulate brother White on the prospect of "getting up in the world." A County Institute will begin in this city on the 20th of August, and will continue two weeks.

Miss Nilsson bought property on the bluff at Peoria, last winter, and will make her home there a part of the year, so it is said.

BLOOMINGTON.—The Teachers' Association of Bloomington has just held its last meeting and was highly entertained by an address from Dr. Edwards, of Normal. Subject: "Cause of Failure among Teachers." In the course of his lecture he enumerated some of the necessary qualifications of teachers, among which were patience, hopefulness, cheerfulness, firmness, and love for children: as some of the obvious causes of failure, want of plan, want of knowledge of the nature of children, and want of determination and enthusiasm.

A very generous donation was proposed to the Board of Education, at their last meeting, by Mrs. M. A. Major, which still waits their rejection or acceptance. The donation is to include the grounds and building known as Major's Female College, in this city, to be used as a High School for the city, for the sum of \$5,000, the conveyance to include buildings, grounds, and stationary seats and desks, in said building. Two resolutions were introduced and adopted by the Board at their last meeting.

1st. That the Superintendent be instructed to report to the Board a plan for the instruction of the German language as a branch of study in the public schools of this city.

2d. That the Superintendent be instructed to make a full and complete report of the work of the public schools of this city for the year closing June 16th, 1871, for publication. A special meeting of the Board was held on the night of the 12th, for the election of teachers. Regular examinations for admission to the High School have been conducted by the Superintendent in nearly all the Ward schools.

The first graduating class of the High School, numbering five, give their entertainment on Friday, the 16th inst, at the Academy of Music.

CHAMPAIGN COUNTY.—Champaign County Normal School has a session of three weeks this summer at Champaign, commencing first Monday in August. Prof. Hewett will conduct the exercises.

PERSONAL.—Miss Libbie Carleton has taught in Griggsville, since graduating at Normal, in 1862. Miss Olive Rider, of the class of 1866, has been teaching in the same place for the past three years. They would each like a situation with a Normal principal, or, with one who favors Normal teaching.

The SCHOOLMASTER has the names of two gentlemen of experience in schools of 500 pupils, whom we are able personally to recommend for situations the coming year. One is a graduate of "Normal," the other of "Bowdoin."

STATE NORMAL UNIVERSITY, }
Normal, Ill., June 9, 1871. }

The undersigned hereby express their intention of being present at the State Teachers' Institute, to be held here in August next, beginning on Monday the 7th of that month, and to give instruction as required.

RICHARD EDWARDS,
EDWIN C. HEWETT,
JOSEPH A. SEWALL,
ALBERT STETSON,
JOHN W. COOK,
HENRY MCCORMICK.

It is also expected that Prof. Metcalf will return from Europe in time to be present at the Institute.

NOTE.—By mistake the notice in the SCHOOLMASTER for June makes the session of the Institute begin on the 14th of August. It should have been as above, on the 7th.

RICHARD EDWARDS, Pres't,

REPORT OF ATTENDANCE FOR MAY, 1871.

LOCALITY.	No Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or Tardy.	SUPERINTENDENTS.
Chicago, Ill.,.....	30,709	15	28,213	27,007	95-7	5,341	.....
Cincinnati, O.,.....	28,447	25	21,090	20,117	95	7,371	.....	John Hancock.
Indianapolis, Ind.,.....	4,548	20	4,144	3,880	93-5	491	1,697	A. C. Shortridge.
Dubuque, Iowa,.....	2,738	23	2,586	2,164	84	.....	.....	Thos. Hardie, Sec.
Peoria, Ill.,.....	2,254	19	2,124-7	2,009-8	94-5	229	848	J. E. Dow.
Aurora, Ill.,.....	1,376	19	1,292	1,190	92	118	414	W. B. Powell.
West and South } Rockford, Ill., }	1,164	19	1,078	992	35-1	274	92	J. H. Blodgett.
Kankakee, Ill.,.....	679	20	597	546	91-5	97	173	A. E. Rowell.
Ottumwa, Iowa,.....	718	20	594	559	94-1	179	163	L. M. Hastings.
Goshen, Ind.,.....	596	19	544	512	94	170	211	D. D. Luke.
Marshalltown, Iowa,...	569	19	527	480	91-8	90	160	Chas. Robinson.
Macomb, Ill.,.....	604	20	568	545	95-9	44	257	M. Andrews.
Faribault, Wis.,.....	536	20	481	445	93	32	246	W. R. Edwards.
Pana, Ill.,.....	568	21	316	267	83-9	35	77	J. H. Woodul.
Shelbyville, Ill.,.....	377	20	312	270	87	114	41	Jephthah Hobbs.
Sterling, 2d Ward, Ill.,...	416	20	362	346	95-6	64	.....	H. P. French.
Normal, Ill.,.....	332	20	315	303	96-1	32	197	Aaron Gove.
Henry, Ill.,.....	336	22	308	282	91-5	141	87	J. S. McClung.
North Belvidere, Ill.,...	284	23	273	261	95-6	34	150	H. J. Sherrill.
Maroa, Ill.,.....	124	23	112	103	92	96	36	Ed. Philbrook.
Oak Park, Ill.,.....	115	20	107	104	97-5	10	60	W. Wilkie.
Model Grammar School	70	19	70	67-2	96	19	24	B. W. Baker.

ILLINOIS NORMAL.

PHILADELPHIAN SOCIETY,
W. C. GRIFFITH.

} Editors.

{ WRIGHTONIAN SOCIETY,
R. MORRIS WATERMAN.

On May 20th, a proposition was made to the two literary societies of the Normal University, by the editor of the SCHOOLMASTER, that two persons be appointed—one from each society—to edit the Normal department of the SCHOOLMASTER. This proposition was accepted, and, accordingly, our names appear at the head of this article. We tender our thanks to the members of our respective societies. To them, and all former friends of our Alma Mater, we give a friendly greeting. We hope to make this part of the SCHOOLMASTER especially interesting to all acquainted with Normal and its customs. Friends of the societies, in Normal, and elsewhere, will you give us your aid by furnishing facts of interest? We promise in return for such favors to keep you thoroughly posted in the minutiae of Normal life, and to cause you to feel the importance of sending our "tidings" to other Normalites. Let us have a good, friendly talk once a month, and let all help to increase the circulation of the SCHOOLMASTER. Our spirits will thus be strengthened, our bodies rejuvenated, and all will be in accordance with true Normalistic principles.

The exercises of the Wrightonian society meeting on the evening of May 20 were, as a whole, quite interesting. Miss Houston, as a presiding officer, acts her part well. We notice a slight falling off in the attendance during the last few meetings, probably owing to the exhilarating influence of croquet games, and like attractions. The more noted exercises of the evening were a lecture by Rev. Mr. Leonard, subject: "The Century of Wonders,"—1450 to 1550—an oration by Mr. Holcomb, subject: "The Potter's Field," and a debate on the question "Does Nature or Education do most towards forming the true man." Messrs. Kimbrough and Dillon supported the affirmative, and Messrs. Roberts and Shores the negative. The decision was given in favor of Nature.

Irregular business is always transacted promptly in the Wrightonian society. The committee appointed at a previous meeting to see about having the Constitution copied into a new book made their report. The Constitution was said to be copied in a workmanlike manner by Mr. De Mange, and an order on the treasury for eight dollars was voted him for his labor.

We notice that the entering class of this term has some promising members. The societies are fortunate in making valuable additions to their numbers. To our former musical friends it may be interesting to know that the musical talent, at the present time, is fully above that usually found in the societies. The Philadelphians take the lead in instrumental, the Wrightonians in vocal music. Some good singers entered this term. The music of both societies for the past few months has been very good. Mr. Wright, the present Wrightonian Chorister, is working fully.

The principal exercises of the Wrightonian meeting of June 3d, were a short speech by Mr. Underhill on the subject; "The Advantages of Extemporaneous Speaking;" an essay by Mr. Davis on "Charity;" an essay by Miss Onie Rawlings on "Whatever is, is Right;" and a reading by Miss Edith Ward. These were certainly good.

The present officers of the Wrightonian Society are as follows: Belle Houston, President; W. D. Underhill, Vice President; Arthur Shores, Secretary; N. H. Reed, Treasurer; J. L. Wright, Chorister, and W. R. Wallace, Librarian.

A committee has lately been appointed to appropriate the net proceeds of the Wrightonian exhibition, given a few weeks ago, to the purchasing of books for the library, and statuary and pictures for the adorning of the hall.

Wrightonians and Philadelphians vie with each other, as of yore, in the beautifying of their halls.

The evening of May 20 being a pleasant one the Philadelphian hall was crowded to overflowing. The efficiency of our present corps of officers is readily seen, in the character of the exercises given, and the manner in which they do business.

The programme was good. The most noted exercises were a debate: "Should protection to home manufactures, by means of a tariff, be abolished?" Affirmative—Messrs. Reed and Lockwood. Negative—Messrs. Yoder and Plummer.

The speeches were quite argumentative, evincing that much care had been exercised by the young men in the selecting of their facts.

Saturday evening, May 27, finds a great multitude assembled in the Philadelphian "sanctum." The essay, "True Victory," by Miss Osburn, was short but pointed. It furnished us a good moral lesson, for true it is, that a victory won by taking undue advantage of the enemy, were better not won at all.

The German exercise by Mr. Yoder was good, but I fear he did not make himself understood by all: this was not his fault, however, as the selection was *well memorized*.

The oration, "Magnetism of Sympathy," by W. T. Crow, was quite a magnetic one, and the orator succeeded admirably in exciting the sympathy of his auditors.

The paper by Prof. B. W. Baker was a well prepared and instructive one. It contained many new and interesting things.

Mr. Johnson's oration was above par, the result of early and frequent society work. The chorus from the Grammar school was quite musical.

On the eve of June 3, contest exercises were given by members of the Philadelphian society designated as divisions 1 and 2. The programme was similar to that of the annual contests. Many of the exercises were quite meritorious. Space will not admit of a showing up of the merits of all, hence we can only speak of them in this general manner. Such meetings have in them much of true worth and are well worthy the time and labor spent in their preparation. There is no other incentive that tends, in so great a degree, to elevate the standard of exercises as does these contest meetings.

EXHIBITION.—Owing to the great expense to which the Philadelphian Society has been in refurnishing the hall, it was decided to give an exhibition on the eve of June 10. By request, Wrightonians, without a dissenting voice, adjourned their regular meeting and attended the exhibition. This was kind indeed of them. Such acts of love and good feeling cannot be too highly appreciated.

The exhibition was a decided success, the net proceeds being about \$75.00. The exercises were of a superior character, consisting of orations by Messrs. James and Richey; an essay by Miss R. Barker, of Normal High School, and Shakspearian reading by Prof's. Hewett, Edwards, Stetson, Baker and others. The extract read was from Henry IV. The characters were judiciously selected by Prof. Hewett, consequently their parts were well rendered, as was evident from the good attention given during the whole exercise.

The essay and orations were able productions, evincing considerable ability in the writers. The manner of rendering was quite impressive and pleasant.

The national music of France, England, Scotland, Ireland, Spain, and America, in costume, provoked shouts of laughter.

The "Orange Girl," by Miss Ida Cook was beautifully rendered both as to words and music. The music upon this occasion was not good, but *very good*. The same may justly be said of the music during the whole term. Well may the Philadelphians congratulate themselves upon their present earnest and enthusiastic chorister, Miss Mary E. Eldredge.

The Philadelphian hall has recently been refitted and very much improved in appearance. The stage has been extended entirely across the hall, giving more room for the presentation of exercises. The stage has also been furnished with curtains, and together with the rest of the hall has been covered with a handsome carpet. The pictures in the hall have been rearranged in a more tasteful manner. Old friends will be pleased to learn that the Society have added a beautiful portrait of Stephen A. Douglas, to their already fine collection of pictures. This picture was drawn by L. C. Corwine, a member of the Society, and was purchased to fill out a group which now contains the portraits of Washington, Clay, Lincoln and Douglas.

The library has been overhauled and the books numbered on the shelves. It contains over five hundred volumes, a large number of which are constantly in use by the members of the Society and other members of the school. Much credit is due the members of the Society for the efforts put forth, and the success attained in making their place of meeting what it is, and what it should be, a beautiful and attractive hall.

G. G. Manning has been teaching at Jacksonville the last year, and resumes his position in the fall. J. M. Wilson comes back to school next year. He has been teaching at Carthage the last two years. Messrs. Manning and Wilson recently made a visit to Normal.

A. W. Young is at Richmond, McHenry county.

W. H. Richardson is teaching at Rantoul, Champaign county, at a salary of \$100 per month.

J. W. Gibson has been teaching at Adeline, Ogle county, the past year.

The Wesleyan Seniors planted their class tree with appropriate ceremonies a short time since. The Seniors surrender the honors of the University to the Juniors on that day, and also have from that time till commencement, three weeks, for recreation and the preparing of their final orations. Several of the Normal class of '71 were down to witness the exercises, and were particularly impressed with the idea of having the *three weeks vacation*. The Wesleyan Seniors

are putting on the style somewhat "thick" this spring. Plugs, canes, umbrellas, and gloves are among the prominent articles of apparel. The Normalites wear the "plugs" but omit the "canes, umbrellas, and gloves."

There is the usual excitement which attends the closing of the school year! The members of Section A make frequent trips to Bloomington, and tailors Hyde and Heldman are in good demand, they making most of the suits of both the Wesleyanites and Normalites. Photographs and autograph albums, also circulate freely among the different members of the school.

The graduating class numbers twenty-two. The names of the members are as follows: Gentlemen—Lewis, Plummer, Polhemus, Griffith, Norman, Richardsou, Wilson, Waterman, Yoder and Holcomb. Ladies—Rugg, Mann, Rawlings, Shaver, Kern, Moroney, Weyand, Chase, Houston, Blake, Kennedy and Strain.

Normal, at the present time of year, presents its most beautiful appearance. The long rows of maple and elm trees, and the tidy look of the streets are particularly noticeable. A pleasant village in which to attend school is hard to find. No intoxicating liquors are allowed to be sold, which is a sufficient evidence of the high moral character of the inhabitants.

A new fence has lately been built around the University grounds, which adds much to their beauty.

Strawberry festivals have been held in the Congregational and Methodist churches within the past few weeks, both of which were well attended by the citizens and students.

The Edwards Debating Club held its annual festival on the evening of June 16. The usual good time was enjoyed by all. This club was organized about four years ago, and has been well managed for the greater portion of the time. Many of the boys have been much improved by the extemporaneous debates and five minute speeches of this club. We hope that it may be as productive of as good results in the future as it has been in the past.

Dr. Sewall lectured in the Free Congregational church at Bloomington, June 11. Subject: "No Man Liveth to Himself Alone."

Dr. Edwards attended the Sunday School Convention at Galesburg, June 7.

Prof. Hewett conducts teachers' institutes during five weeks of the summer vacation.

Prof. Metcalf is traveling on the continent and enjoying himself well. Miss Wakefield, of the class of '65, fills his position while absent. He resumes his duties at the University at the commencement of the next school year.

Several members of the legislature made a call at the University a few days ago while on their way to Springfield. Some short and telling speeches were made.

Dr. Vasey is hard at work in the Museum, classifying and arranging shells, specimens of rock, and doing other work pertaining to the department. We lately visited the Doctor, and were shown specimens of flowers procured from Greece, Italy, France, Scotland, the Andes, the Rocky Mountains, California, and elsewhere, all preserved in the most workman-like manner. Two hours passed quickly and very pleasantly. The Normal University is fortunate in having so scholarly a man in charge of the Museum.

Serenaders have been heard quite frequently in Normal, lately.

Dr. Sewall has found a means of preventing the oxidation of iron, which is said to be the thing long looked for in that direction.

Normal has been noted this Spring for the number of its pic-nics.

Decoration day was observed at the University, there being no school, and many of the students going to Bloomington to see and hear the exercises at the cemetery. Prof. Parker conducted the musical exercises.

The different departments of the University are well instructed, the discipline is thorough, and the best of good feeling exists between teachers and students. In the Grammar department, taught by Prof. Baker, and the Primary, taught by Miss Kingsley, there are stated times for gymnastic exercises, each day, which add to the life of the schools. Music, also, receives a good share of attention, and is evidently enjoyed by all. Prof. Baker was recently presented with a beautiful Bible by the members of his book-keeping class.

Greek and Latin verbs are never slighted by the High School students, under the instruction of Miss Horton. We testify from personal experience. Work in this department must be done thoroughly.

Ed. Philbrook, of '60, has at last placed his name on the list of the departed. The following extract from the *Maroa Tribune* explains itself:

How it Was Done.—One of those bright little episodes of which human kind is so fond, transpired Tuesday evening at the residence of Elder Crocker. A small party of relatives and friends had gathered in by invitation, and were enjoying themselves as best suited the fancy. By common consent—or premeditated arrangement, we know not which—various persons engaged in comparing height. While this was in operation Mr. Ed. Philbrook took the floor, and Miss Ellen Pillsbury stepped up and proposed to measure with him. At that moment Rev. J. A. Hood appeared with a certain legal document in his hand, which he read, and at the conclusion declared one to be the complement of the other. That was the neatest job of measuring we have heard of for a long time.

The following resolutions were adopted in the Philadelphian Society:

Normal, Ill., April 29th, 1871.

WHEREAS, It has been deemed best by the Father of Mercies to call from earthly scenes our esteemed friend and sister Philadelphian, Miss Elma Valentine, therefore,

Resolved, That her character as a sincere friend, a faithful student, an active and talented member of our Society, and an exemplary christian, merits our highest regard.

Resolved, That while sadness fills our hearts, we know the sorrow of her family to be incomparably greater, and that we extend to them our sympathy.

Resolved, That as an expression of feelings we drape our Hall in mourning for thirty days, and that a copy of these resolutions be sent to the parents of the deceased, and also be published in the CHICAGO SCHOOLMASTER,

GEORGE BLOUNT,
JULIA KENNEDY, } Committee,
WM. T. CROW,

BOOK TABLE.

A Complete Manual of English Literature, by Thomas B. Shaw, M. A. Edited by William Smith, LL. D.

Choice Specimens of English Literature, by Thomas B. Shaw and William Smith, LL. D. SHELDON & Co., New York.

The *Complete Manual*, originally published under the title of "*Outlines of English Literature*," has been entirely re-written, and greatly improved by the process. In consequence of the death of Mr. Shaw, it fell to another to give the work its present complete form. Dr. Smith has performed his task with excellent taste and skill, and the result of the scholarly labors of these two authors is a work which may safely be commended to the attention of teachers and the reading public.

1. As we review these handsomely printed pages, we are struck with the fact that the work is eminently readable in style. There has been a wise rejection of unimportant details, and of the lumber, interesting only to the Dry-as-dust book-worm. To burden the memory of the young student with a medley of unessential facts in literary biography is the acme of folly, and deserves to be gibbeted with the twin absurdity of cramming the memory of the student of history with juiceless and (happily) soon forgotten dates. A book is to be judged by what it omits, as well as by what it says. This wise reticence does not surprise us in a practical teacher of long and successful experience, but deserves mention from its rareness among professional school-book makers.

2. We find that this work will brave the most careful tests as to its accuracy and comprehensiveness. Keeping in view its aim, it seems to us that little is left to be desired in this respect.

3. To us a prominent merit of this work is the fact that the law of proportion is wisely observed. By this we mean that the more important names, as Shakspeare and Milton, are treated with a wise fullness. The minor authors are not overlooked, but are properly made subordinate. Who that has ever waded through the bulky compendiums of English and American literature, has not barely escaped swamping in the sea of mediocres? Platitudinous and common place characters stretch their pigmy statures side by side with the giants of story and of song. By a judicious selection, and in nearly every instance a just observance of the law of proportion, the critic's sense of fitness is satisfied.

As a necessary companion of the *Manual*, we have, uniform in size and equally neat and attractive, a volume of choice specimens. From a cursory examination, the selections seem to us to have been selected with excellent judgment.

The great minor dramatists of the Elizabethan age are not, as is too often the case, cast into utter obscurity by the superiority of their "big brother," Shakspeare.

We are glad to see the selections from authors of the Anglo Saxon, Semi-Saxon and old English periods presented in their original form. Much of the charm of Chaucer and his contemporaries is lost by modernizing their orthography.

On the whole, we are glad to be able to speak in terms of high commendation of the publications above considered, and to recommend them to teachers as admirably adapted to the end proposed.

A. S.

Normal, June 17, 1871.

The *Nation* comes weekly, freighted with excellent things. Its opinions upon social and political questions are very calmly and clearly expressed, and, in our opinion, they are remarkably sound. Its *resume* of the current news is sufficient to keep one informed in respect to all events of importance. We say to teachers, instead of paying ten or twelve dollars a year for a daily paper, pay five for the *Nation*. If you will read it carefully, you will know more of what is going on in the world at the end of the year than you will to spend an hour a day over your Daily. Besides, you will have no accounts of prize fights or base ball games thrust before your eyes, to say nothing of being spared the report of every dirty suit for divorce. We believe there is no paper in the country whose opinions have more weight with thinking men than the *Nation*.

The Public School Journal, Vol. 1, No. 16, is before us. This is a quarto newspaper published in New York City. It contains several articles of general interest and use to teachers, together with considerable local school news. We note a few peculiarities for a teacher's paper: It advertises patent medicines; it contains serial stories; it has several items abusive of Harper Brothers; and it makes Mark Twain the author of the "Heathen Chinees." There is one article which would lead unsophisticated people out west to suppose that school trustees in that city sometimes collect black mail of teachers and janitors, for whom they secure places.

The *Wisconsin Journal of Education* for June is an interesting number. The report to the Assembly, made by Hon. C. C. Kuntz, chairman of the committee on Education, discusses many interesting points concerning schools. He gives considerable space to compulsory education. He takes ground against it.

The *Western Educational Review*, of St. Louis, is one of the finest in appearance of all the educational journals that come to our table, and its contents are just and readable.

The *College World*, of Princeton, N. J., presents a beautiful appearance, and is filled with interesting matter.

The *Nursery*, published by JOHN L. SHOREY & CO., 36 Broomfield St., Boston, must be a perfect delight to the little folks; its pictures are numerous and sprightly, and the leading matter is such as must interest and instruct the children. We hear of many school boards who are ordering this monthly for their young classes in reading. We hear that the results are very satisfactory.

PUBLISHERS' DEPARTMENT.

Messrs. HENDRICKS & CHITTENDEN, 204 North Fifth street, St. Louis, have in press, to be ready by July 1st: "*First Lessons in Physics*," by C. L. HOTZE, of the Cleveland High School. This is the first of a graded series of three books on Physics. The plan is inductive and comprises forty lessons—one lesson a week for the scholastic year. The book is designed for the higher grades of Grammar Schools.

The growing use of black-boards in school-rooms renders it important that especial attention be given to the construction of the boards. But few understand the business of doing this. Mr. J. D. Wilder, whose advertisement appears in the *SCHOOLMASTER*, has devoted much time and money to this work. The names of the men who recommend his slating, appended to the advertisement, are good proof that he means what he says. Mr. Wilder attends to the work personally, and guarantees satisfaction in every case. No man in the west can do better work in this line. Where it is not convenient to send for him, his slating will be sent with full instructions as to the mode of application.

Attention is called to the offer made to School Boards in the advertisement of W. L. Phillips. The heating apparatus of this firm has the merit of being cheap, being within the reach of every district. There are thousands of school rooms in Illinois that could be warmed and ventilated with this stove, that now are without even ordinary ventilation.

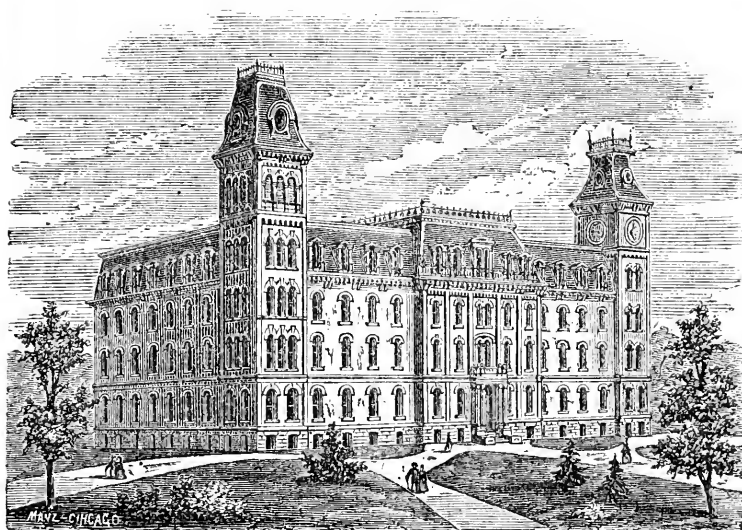
THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME IV.

AUGUST, 1871.

NUMBER 39.



ILLINOIS INDUSTRIAL UNIVERSITY.

Prominent among the Educational institutions of the country is the Illinois Industrial University. Under the management of an able Board of Trustees, with a Regent and Faculty that have no superior in the U. S., its prospects of future greatness are such as to satisfy the desires of its warmest friends. We are indebted to Prof. Burrill for the following statement of its condition :

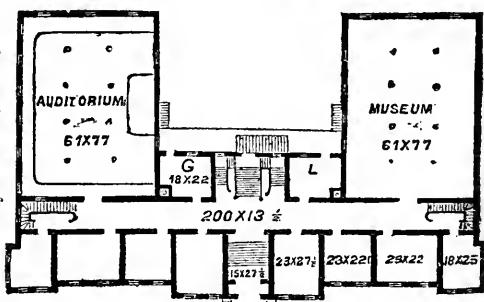
We present a perspective view of the new building now in course of erection at Urbana, Champaign county, Illinois, for the Industrial University. When the institution was located, Champaign county donated a building, then just finished by the county, and designed for a literary college. In this structure the three initiative years of the Industrial school have passed away, but not being well adapted to the purpose in the outset and proving much too

small for the rapidly increasing number of students, the authorities sketched a plan of a new building and asked of the State Legislature, at the last winter session, for \$150,000 with which to erect it. This body, after sending five different committees to inspect the school, granted \$75,000 towards a building whose final cost should not be more than \$150,000, thus implying another appropriation of \$75,000 to complete the whole. This the Trustees expect to get next winter. They have let the contract to a responsible party who undertakes to have the structure finished and ready for use by September, 1872. The excavations are already completed and the contractor is making arrangements for immediate and vigorous work. He expects to have the walls up and roof on, before cold weather. The location is upon the ground formerly occupied by the University's vegetable garden, directly south of the building now used.

The basement is to be stone and the rest brick, with the west wing (the front is north) fireproof. The length is 214 feet, the depth of wings 124 feet. The basement story is 12 feet in height, 1st story 16 feet, 2d, 15 feet, 3d, 15 feet, mansard story 15 feet. The campanile towers are 92 feet. In one of these is to be placed a bell, and in the other a clock. The whole is to be built in a solid, massive but not unduly expensive style, depending rather upon symmetry of form than ornamental work for its good appearance. The cut however speaks for itself in this particular, for it is made a part of the specification by which the builder is bound. Mr. Van Osdel, of Chicago, one of the Trustees, is the architect.

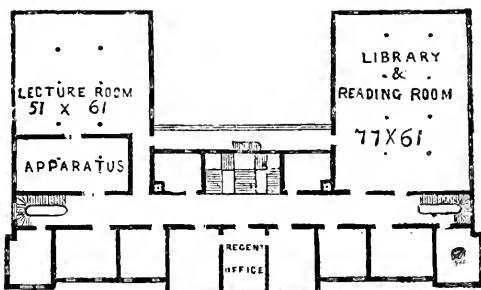
The building is to be devoted wholly to public use—no dormitories.

The plan of the first floor—above the basement—shows the main entrance, the stairs, the central hall, and the long corridor, with class and lecture rooms upon each side, and cloak rooms at the foot of the stairway to the story above. These communicate with wash rooms and earth closets in the basement.



In the left wing is seen the auditorium, a spacious apartment having galleries upon three sides. Here the morning services and other public exercises will be held. In the right wing on this floor are the museums of agriculture and geology, grains, seeds, fruits, models of implements and minerals, fossils, etc., occupy the room. Communication is again had with the basement for work and preparation rooms.

The second floor is similar—with the Regent's and Secretary's rooms in front. Over the auditorium is room designed for philosophical apparatus and an adjoining lecture room, while in the right wing is the library and reading room. The third story is just like the second, all the



rooms in both not otherwise noted being designed for classes. Of these then, there are twenty-four, and it is expected that all will be in use at an early day. On the left the spacious rooms for drawing and draughting are located, while the museum of natural history is to be over the library. The societies will find large, well ventilated halls in the mansard story. Steam or hot water will be used for heating.

The land occupied by the University embraces 623 acres, divided as follows: *campus*, 13 acres; the horticultural grounds, 130 acres; experimental farm, 70 acres, and the stock farm, 410 acres. Another farm of 400 acres is now or will be sold. In the green-house all sorts of flowers and ornamental plants are propagated and grown; in the vegetable garden all kinds of garden plants that it is possible to secure are tested, and some raised upon a large scale for market. In the orchard there are now 1,400 varieties of apples, 400 varieties of pears, many peaches, 40 varieties of grapes, 20 of raspberries, etc., etc. Twenty acres have been planted with forest trees. The work is mostly done by students, but all labor is voluntary, except in some of the practical courses where the work is a part of the instruction. For this latter no pay in money is expected or allowed any more than students expect pay for work done in a chemical laboratory, but for other labor, eight cents an hour is allowed, and in all cases where faithfulness and ability are manifested the rate is increased to twelve and a half cents. All work that can be done by the piece or job is paid for at customary wages. Some skillful students make 20 to 25 cents per hour in this way. This is especially true in the mechanical department. Some students make their entire expenses without falling behind in their classes. About three-fourths of the students have joined the labor classes, making work as popular as anything connected with the institution. Some who are entirely independent, so far as money is concerned, labor regularly for the benefit of the exercise.

The military drill is compulsory. All male students are expected to dress in uniform and to drill about three times per week for the first year, but not

so often afterward. The dress is the same as that worn at West Point and can be purchased for \$27. All studies are optional, a student being permitted to take anything for which he is prepared. Suggested courses have however been established in scientific agriculture, horticulture, mechanical engineering, civil engineering, mining engineering, English language and literature, analytical chemistry, architecture, military tactics, history and social science, mental and moral philosophy, modern and ancient languages, commercial science, mathematical science, and natural history.

Candidates for admission are required to pass examinations in the common-school studies embracing algebra to quadratics, and to pay ten dollars matriculation fee. Tuition is free. There are no other collegiate expenses except for books, paper, etc. Recitations are not marked, but at the close of each term students are required to pass seventy per cent. on examination. If they fail another trial is offered after a few weeks, when, if failure still results, the student stands just where he did before beginning the study. Certificates of studies pursued are granted to all meritorious students anytime after the first year. The usual time of four years is required to complete any of the courses. Ladies are admitted under the same conditions as the gentlemen excepting the uniform and military drill. During the last year twenty-three ladies have attended, and a large increase in number is expected the coming year. Much of the work in the green house has been performed by the ladies, and they were sometimes seen in the flower garden with hoe or rake, or planting trowel, all of which indicates the progress of the age. They recite in the same classes with the young men and appear able to keep fully even in the strife towards literary and scientific attainments.

Instruction was given last year by the Regent and seven resident professors, and three assistants, together with three non-resident professors. Two more professors will be appointed for next year.

The unfavorable criticisms of the first years of the institution have seemingly done no harm, leaving the University now in the high road of progress and prosperity. Its future is certainly a bright one.

THE WEIGHTIER MATTERS OF TEACHING.

There is a wide difference of opinion as to how much is properly included in the teacher's vocation. He should govern well the school, of course, and be able to hear recitations properly. But how much time shall he devote to mental gymnastics, to the cultivation of good taste, or gentlemanly deportment? Not many doubt that the teacher should be intelligent

and familiar with all subjects upon which he is to give instruction, as well as with the theory and art of teaching, though not so many are fully convinced of the need of another sort of qualifications, hard to name, but embracing much, and of passing importance. These weightier matters of teaching are hinted at in such expressions as these: personality, presence, bearing, air, perhaps in the French phrase *tout ensemble*, and certainly in the Westernism, "get up."

The most frequent causes of failure in the performance of school work originate less in downright ignorance of books or of methods, than in lack of skill, or tact, or dignity, or in disagreeable habits and manners. We have all known teachers whose ways were so ridiculous or repulsive, that to respect them was impossible. Their look or deportment was a constant provocation to disturbance and ruffianism. The temptation to transgression was so great that frail, youthful human nature could not contain itself. The schoolmaster was clumsy or awkward, was saucy or impudent, used his tongue unwisely, or paid no regard to his personal appearance. So, naturally enough, his school lapsed speedily into bedlam and chaos. And we have known other teachers whose bearing was such, that they were honored and loved at sight. Their politeness, suavity, self-respect and orderliness were imparted to their pupils, and so disobedience and confusion were out of the question. If the teacher possess the traits of a tyrant or a boor, then the largest information and the amplest skill will go for nothing. More damage than benefit will surely follow from his labors. When the sloven or the slattern is set over our children as instructor, let educators weep; for it isn't what one says, but what he is, that carries most weight. Children learn far more from example than from precept. While a few care too much for dress, and are over precise in manner, a vast majority offend in the other direction. And men, it must be confessed, sin far oftener in this thing than women. Upon the latter, nature has conferred in generous measure the instinct of neatness, propriety and refinement. And so, it is found that our little ones are best cared for when committed to their hands.

Physical defect is almost too bad to endure, for the daily sight of outward deformity will defile the impressible nature of the child. Young woman do you toe in, are your front teeth decayed, is your breath permanently offensive? If so, then your services are much diminished in value. The millennium is yet so far off, that warts and freckles cannot be included. Young man, how do you carry yourself? Have you bow-legs and a shambling gait? Then what you know about schools is not worth so much to the district from this fact. If you use tobacco, it is to be hoped that no school-board will consider an application from you: while, if you have it in you

to part your hair in the middle, may the grand jury indict you. Ponder well these questions, for they bear a close relation to your success. Are you a fast and appreciative friend to soap? How often do you shave? How long does a box of collars last? Do you own a tooth-brush and use it morning by morning? Do you pare your nails once each week, and clean them at least thrice a day? and do you eat with your fork? Give good heed to the tones of your voice, to the quality of your laugh, and the style of blowing your nose. Ah, the vision will never die of those old cowhide boots, mammoth legged, rusty and run over at the heel, standing day after day, week after week, under the table, on the platform, just before the entrance door, riveting the attention of all; of the pants, ragged at the bottom; the soiled linen, the neck-tie, ever aspiring to reach the ears, and those infractions of etiquette, gross and constant. And the comical twist to that nose. The lessons are forgotten, the disgust abides. The district can well afford, if need be, to supply brush and blacking for a daily application, such flowers as the schoolma'am will tastefully wear, and extra pay sufficient to keep her gaiters whole. Let the County Superintendent ascertain of the candidate, if his conscience will suffer him to teach school with his coat off, or tolerate a grease spot on his garments; and how he feels on the question of white cotton socks, or stockings, as the case may be. Beware of that young man or young woman who cannot sing, is not fond of music or poetry, cares nothing for the fashions, is not possessed of a good appetite, is unable to sleep well. A diploma is no sufficient offset to these serious defects. Our schools ought to be the home of the graces, a place where the amenities of life are held in high honor; but never will be, till love of money is utilized in this direction; till we make it a matter of dollars and cents.

In the good time coming, every school-board will be provided with price-lists and blank schedules, and will mark the applicant on the scale of 1000. "Let us see a suit of your every-day clothes; give us a specimen of your common method of coughing and spitting, and using the handkerchief." etc., etc. "For good looks and a winning countenance we offer\$ per month. Your wages are to be graduated by the amount you pay your washer-woman and laundress. We are willing to pay for good blood and good breeding, as well as for education. Trim your dress, wear your hair, and arrange your ribbons in proper style to make your personal appearance as agreeable as possible, and a larger salary shall be your reward." In that day, text books on the art of good behaviour will be studied; and our Normal Schools will drill their graduates in politeness, and impress them with the need of keeping clean.

D. L. LEONARD.

ON AN APPLE.

Mysterious fruit! thy ruddy round
 Sets frolic fancy flying.
 Half hid in orchard-grass I found
 Thee fallen. Day was dying.
 Laura had left me there alone,
 My parting kiss refusing:
 And, since all joy with her had flown,
 I fell to mumpish musing.

An Apple! Well, 'tis juicy sweet,
 By Phœbus rarely roasted;
 A lovelier or more luscious treat,
 Pomona never boasted.
 And yet, and yet, one can't forget—
 The painful thought *will* slip in—
 The mischief mortal kind have met
 From such another pippin.

O Eve! if you content had been
 With pear, or plum, or cherry,
 Our world had shewn a different scene,
 Less mad, and far more merry,
 And many a sermon had been spared,
 In churches and in chapels,
 If we, your children had not shared
 Your luckless taste for apples.

Fair fruit! What strange malignant fate
 Links with your mellow glory,
 The perils of our fallen state,
 The sadness of our story?
 From those of old in captured Troy,
 Whom Paris brought to sorrow,
 To him, the orchard-robbing boy,
 Who dreads his birch to-morrow.

How many souls associate
 With *you* their trips and trials,
 Of all on whom despotic fate
 Has voided all her phials.
 Eve and Enone, Jack and Jill,
 Myself and Menelaus,
 Find you a Dead Sea mockery still,
 That tempts but to betray us.

What dismal destiny bestowed
Your dower of disaster?
Swift-footed Atalanta owed
To you her lord and master.
And Tell, and Tantalus—Good lack!
On earth or with the gods,
You have a most distinguished knack
Of setting things at odds.

Per contra, fairness must forbid
The muse to be quite mute on
The little service once you did
To good Sir Isaac Newton.
But that was quite exceptional,
And surely is, beside, a
Right poor set-off against the Fall,
And that sad scene on Ida.

Thrice luckless fruit! our world had been
Far better off without you;
Ribstone or russet, red or green,
There's some ill spell about you.
Mankind perchance had sager grown
More fit with fate to grapple,
Had earth or Eden never known
A woman or an apple.

So grumbled I, when lo! a pair
Of pouting lips were proffered;
And—taken somewhat unaware—
I welcomed what they offered.
And verily 'tis wondrous strange.
And passing explanation,
The mighty metamorphic change
Wrought by that osculation.

Said Laura: "*You're a silly goose,*
Because a girl's capricious,
To overwhelm with eloquent abuse
A pippin so delicious.
And that old sneer at Mother Eve,
Is worse than stale—it's shabby;
My poor old Bertie, I believe
You're growing tart and crabby."

Quoth I, "Sun-stinted fruit will lose
The sweetness of its savor,

And I grow sour if you refuse
 The sunshine of your favor.
 I'm sweet as drops from Hybla's hive
 If you but smile; so *do*, love.
 You are my Venus, and I give
 The apple unto you, love."

She smiled—a more seductive smile
 Ne'er came from Cytherea—
 But thought my pseudo-classic style
 A most absurd idea.
She would not take the apple—she
 Was no pert Pagan Venus;
 And so to save more words, d'ye see,
 We ate the fruit between us.

Chambers' Journal.—Littlell's Living Age.

LESSONS IN ASTRONOMICAL GEOGRAPHY.—II.

A word of caution may be appropriate. Of course, I am not suggesting these lessons as the first ones in the study of geography; they require some maturity of mind and some previous training. The simple truth is, that this department of geography ought never to be put first; and the fact that it is thus put, is one of the gravest objections to many of our so-called primary geographies. Whenever this department of the study is properly taken up, I know of no better way of beginning it than that which I have already suggested. If the lessons already indicated are mastered, the purely geometrical part of the work is done; and we may now proceed to apply our knowledge to the Earth.

First of all, the pupil should now be trained to conceive of the Earth on which he treads, as a sphere, swinging, unsupported, in space, and surrounded on all sides by sky and stars. This will be more or less difficult according to the degree of power and culture belonging to the pupil's imagination. It seems to me that it will not be very difficult, if you can lead your pupil to a just conception of the terms *up* and *down*. By a sufficient number of illustrations and examples, lead him to say, and to understand, that *down* is in the direction of the Earth's center, and *up* is in the direction away from the Earth's center. He will then see the absurdity of the idea that bodies on the opposite side of the Earth from himself have a tendency to *fall off*, for they are no more ready to fall up towards the sky on that side than on this side. A magnetic globe may be useful in treating this matter; and yet the objects on the lower side of

the globe hang down with respect to the Earth, however correct their position may be in respect to the globe. This may cause you trouble; and, if you can get the unaided imagination to stretch away and think of the Earth itself, that is better.

Peter Parley's little stanza:—

"The world is round, and like a ball
Seems swinging in the air;
The sky extends around it all,
And stars are shining there,"

expresses the true conception admirably, if the sense of the words is fully grasped by the imagination; at least, I have a distinct recollection of what the little stanza did for me, as a child.

I will shortly indicate some proofs of the Earth's sphericity; but first, if we have the conception of the Earth as a sphere, it will be well to give the definitions of the common terms used in mathematical geography. The following terse statements will be perfectly comprehensible to any one who is master of the previous lessons; and they are given in the true logical order.

The Earth's AXIS is the line about which it turns daily. The POLES are the points where this axis cuts the surface. The EQUATOR is a great circle perpendicular to the axis. PARALLELS are small circles parallel to the equator. The TROPICS are parallels $23\frac{1}{2}^{\circ}$ from the Equator. The POLAR CIRCLES are parallels $23\frac{1}{2}^{\circ}$ from the poles. MERIDIANS are great circles passing through the poles. LATITUDE is distance north or south of the equator, measured on the circumference of a meridian. LONGITUDE is distance east or west from a given meridian, measured on the circumference of the equator, or on that of a parallel.

In treating of the surface of the Earth, we deal with the *circumferences* of all these circles; these circumferences go around the Earth, but the circles themselves go through the Earth. Latitude, meaning breadth, and Longitude, meaning length, began to be used when that part of the Earth which men knew anything about was longer from East to West than from North to South. The following inferences may now be drawn, and stated with reasons for them: these reasons I leave the teachers and pupils to discover from what has been given already.

1. The circumference of the equator is equi-distant from the poles.
2. The circumferences of all meridians are equal to the circumference of the equator: hence, all degrees of latitude are equal to degrees of longitude on the equator.
3. Parallels diminish toward the poles; hence, their circumferences diminish; hence, degrees of longitude contain fewer miles as we go from the equator.

4. Degrees of longitude on the parallel of 60° contain just one-half as many miles as those on the equator.

The pupils may now be taught the meaning of the word *Zone*, the names of the several zones and their situation. Help them to discover the width of the several zones, and to state it either in degrees or in miles; remembering that a degree of latitude contains about $69\frac{1}{2}$ miles.

We have stated that the Earth is a *sphere*; its average diameter is 7,912 miles; and its circumference is a little less than 25,000 miles. There are many proofs that the Earth is a sphere; we will state six of them.

1. *The surface of the Earth is always found to rise up between two distant points.* There are many illustrations of this fact. When a ship sails out of port, its masts are always in sight a longer time than the hull; this would not be the case, if the larger hull had not sunk behind the rounded surface of the sea. So, sailors on a vessel approaching land always see the tops of distant mountains or of tall buildings, before they see the low shore which is nearer to them. Again, when we climb a high hill, or a tall building, we can see more of the Earth's surface than we can at its foot. This would not be true, if the surface were a plane; it shows us that we can see *over* that portion of the surface which swells up between us and the more distant objects.

2. *Men have many times sailed around the earth; and stars in the northern heavens gradually approach the horizon, while those in the southern heavens gradually rise, if we go towards the south; the opposite is true if we go towards the North.* These statements need to be put together, for men have sailed around the Earth only from east to west, or from west to east; but when we travel in the other direction the appearance of the stars that we have described proves that the Earth is round in this direction also; and this appearance is due to the fact that we are traveling over a curved surface.

3. *The Earth's shadow, as seen on the moon when it is eclipsed, is always circular.* Now this could not be, if the Earth were not a sphere; for a sphere is the only body that casts a shadow whose section is *always* a circle; but this we see to be true of the Earth in whatever position it may be placed.

4. *The telescope shows the other planets to be spheres; and, by analogy, we may infer that the Earth has the same shape as its fellow planets.* The Earth moves about the sun like the other planets, and turns on its axis like them; this we are sure of; and it would be strange if it was not shaped like the rest.

5. *There is good reason to believe that the Earth was once in a fluid state; and if this is true, it must have taken a spherical form.* Fluids, when left to themselves, always take a globular form. Let a little water drip from

the end of a needle, and show this ; or turn a little mercury on a table, or tell the children how shot are made, to illustrate this fact.

6. *Men are obliged to allow for the curvature of the Earth's surface, in digging canals or making aqueducts.* If in an ordinary canal, the bottom should be a true plane, the canal would be found to decrease in depth towards its ends, until it would come to the surface of the Earth. To keep the true curvature of the earth, the bottom of a canal one mile long must be, at one end, about 8 inches below the line indicated by a spirit-level placed at the other end.

The roughness of the Earth's surface, especially in hilly countries, will always present a difficulty to the conception that the Earth is a sphere. This article is long enough already, but I will say something about that difficulty and how to meet it, in the next. I have tried to make my statements very plain and simple ; but, if any of my readers find difficulty in understanding fully anything that I have said, or if new difficulties present themselves which I have not thought of, let the SCHOOLMASTER know about it, and I will try to help you.

E. C. H.

NORMAL, July 4. 1871.

FLORICULTURE.

Queried a fellow teacher : "Do you believe in the use of flowers for a school-house and yard?" "Certainly I do." "And why?" "For the good influence Nature's beautiful forms exert upon the minds of all her children." "Nothing else?" My interrogator was evidently a Yankee, and to answer his questions fairly would only lead to new ones, so I plead a prior engagement and now give my thoughts to the SCHOOLMASTER.

Every teacher who will succeed must love his pupils sincerely. If he does not find it *in him* to do this, he has mistaken his calling ; and any hypocritical pretense of love begets only dislike, for children cannot be deceived in this. He must seek to bring his colder and more *reasonable* affections up to the warm bubbling point of those of his ardent sanguine young disciples. He must be on the alert for every opportunity to transfuse their free life into his own existence, and feel himself a boy again, sharing their joys, troubles and tasks.

There are few things connected with school life that helps to associate together teacher and pupil as friends with a common interest : that give them a "fellow-feeling" so necessary for the pleasure of all who are much in each others company. In his studies, though the pupil regard the teacher as a valuable counsellor and true friend, he cannot but feel the gulf of position separating them.

At play he must to some extent feel restrained by the presence of the teacher, even though no restraint be enforced.

Can not the simple beauty and delicious fragrance of some hardy flowering plants be equally enjoyed and admired by all, and thus become a bond of union between teacher and pupil, sweeter and stronger than any other source of pleasant recollections.

Many of our school-houses and surroundings seem as cheerless as though arranged for the express purpose of punishing offenders who are guilty of being found of the schoolage; and that too in communities in which dwellings are surrounded by trees and decorated with some of the choicest plants.

This probably results from the fact that school work is not a *paying* employment, and is not made the *duty* of any *one* member of the board of directors.

To a great extent improvement of school grounds must be the work of the teacher, either personally or through his influence, with the Board; and as most teachers in our villages are employed for the school year, much may be done by acting early in the matter. When you go to your work in September or October, see that the fence and gates (better stiles) are in such condition that all quadrupeds may be kept without the enclosures of your school yard. Invite the pupils to assist you some Saturday in preparing and manuring beds for some of the hardier annual flowering plants, and some bulbs.

If you have no seeds at hand, borrow from your own pocket the small sum necessary for procuring them, with a few dozen tulips, hyacinths, crocusses and narcissus, which should be planted and protected during winter. If your school-house will protect from solid freezing you might plant part of these latter in crayon boxes for winter flowering in the school-room. They will be a source of joy the whole winter and a thing of beauty for near a month in time of blooming.

Toward spring let your pupils prepare an entertainment in the form of an exhibition, the proceeds of which shall be spent in buying trees, flower seeds, and such reference books as are most needed in school. Get a few catalogues of some responsible florist, as "Vick's Floral Guide," so that the older pupils may learn how to cultivate flowers; and assign to each class or division of school a certain portion of ground, that each pupil may display his genius in laying out and nursing a few lines of flowers. Many annuals, foremost among which stands Phlox Drummondii, will make a nice show before the close of the spring term, if a little care is taken to start them in heat, and with Sweet Peas planted early make a splendid ornament all summer and autumn, till the frost king breathes death upon them.

But some teacher asks "Will it pay?" I answer it *will* pay a fourfold reward. If he will put in an hour of his spare time each day in the season for

work, it will pay in the influence for good upon his own health ; for he will close his school in June looking as strong and healthy as a sunflower, instead of resembling a cellar grown verbenä.

It will pay in the increased per cent. of attendance of his school, for young children, like those of older growth are more easily coaxed than driven into punctuality ; and pleasant school associations are a sweetened bait constantly held out to their longing spirits. It will pay in the reacting influence upon many homes in your vicinity whose only charm consists of a place to sleep, something to eat and wear ; and often the pupils at school are not the ones in a community most *educated* by a live working teacher. It will pay in the elevating and ennobling influence upon both teacher and pupil, which is as much a part of true education as learning the multiplication table or working cube root, while at the same time it gives employment for busy hands in play-houses, and assists in the work of governing as much as in that of educating.

MAROA, July 15, 1871.

RIPRAP.

Promises of amendments, made by children—what do they amount to ? Compelling a boy to beg pardon, publicly, upon his knees, was a mode of discipline adopted by some instructors of the olden time. A lad so treated must have risen to his feet in a rebellious mood.

It would have been better for him, if, instead of rendering mere lip-service, he could have been caused to form and express an earnest purpose of amendment. His resolve might have been a weak one, unfit to withstand the first breath of temptation ; but feeble resolves and broken vows often contribute to the formation of a noble character. If an infant would not begin by uselessly tossing its little limbs, it might never learn to walk ; if a young offender will not begin with futile and inadequate plans of reform, he runs a double risk of ultimately yielding his whole nature to the sway of unbridled appetite and impulse.

When men build a fort in deep water, they begin by throwing out boatload after boatload of loose stones to form the platform upon which a stately and splendid structure may be reared ; this foundation is called a *riprap*. So a child, under judicious guidance, may be persuaded to cast resolve after resolve into the depths of his nature. The first good resolution, and the next, and the next, may sink down far beneath the plane of that conscious volition which inwraps the human soul as ocean envelopes earth ; but they will not sink in vain ; they will constitute a sure foundation for strength and loftiness of character.

As I sat alone the other morning in my school-room, a little girl came in ; not a very bad girl, but decidedly fond of play. "Emma," said I, "are you going to play with Julia to-day?" "No, sir," she answered, promptly and freely. I had no doubt that she would play upon the first opportunity, and yet, in my view, her transitory purpose of doing right afforded an advantage worth the seizing.

The insincere promises extorted by threats and force, may, in spite of their attendant evils, result in greater good than harm. The nature of the means employed, occasions a most dangerous revulsion of feeling; the promise, though merely "from the teeth out," is calculated to exert a favorable influence. To strike a balance between the good and the evil is often a distressing problem.

MURPHYSBORO', ILL., July 1, 1871.

LETTER FROM LAKE MAGGIORE.

NORMAL, ILL., July 10, 1871.

Editor Schoolmaster :—The following extracts from a letter recently received from Prof. Metcalf, will doubtless be read with interest by his numerous friends.

J. W. C.

LUINO, (LAKE MAGGIORE,) June 4, 1871.

My Dear Friend :—

* * * * * Well, this is June.

The Normal work draws near its close for the year. Reviews are becoming more prominent. The charming mild days are commented upon with expressions of longing for their continuance till after the examination. The Seniors have found the middle of their themes—not without well defined apprehensions that certain sonorous passages that have absorbed a good deal of time, will come back under a bold *dele* of purple ink. Mr. ———, or some luckier man, has the measure (?) of the young men of the class; and beyond doubt, the ladies have also bestowed a passing thought to their stage apparelling. May you teachers be very considerate, and may the tailor and mantua-maker give the young people *fits*. * * * * *

Paley says of certain creatures. "They are so happy they do not know what to do with themselves." I have been willing, nay, have purposed, to lead from day to day, and from point to point, in this chance tour, a life as happy, and perhaps as careless as the ephemera of which he spoke,—and it *has* been full of real gladness. My friends said the right thing when they jointly and severally said "Go, go." Whether, as one, in unbounded enthusiasm declared, "it will be the making of" me, I will not be so serious as either to affirm or deny. My health and physical strength have, with only two or three days ex-

cepted, been equal to the riding and sight-seeing demanded of me, *and at no time for six months better than to-day.* Do you know how glad I am to write that?—Do not understand me to mean that I have attempted all that I would, had I been really a strong, well man. It would have been gratifying to take a bird's eye view of Vienna from the belfry of St. Stephen's, and of the Queen of the Adriatic from the *campanile* of San Marco.

These views I was afraid to earn by the requisite climbing of so many hundreds of steps and so I made the maps and the veritable streets and canals, and churches, galleries and shops of those cities as communicative toward me as possible. But I did mount to the roof of the Milan cathedral; nor am I likely soon to lose the impressions received from two hours enjoyment of the marble marvels which I there saw. Let no one who has read of, but has not seen, the famous churches and cathedrals of these old cities imagine that all the sculpture and painting, frescoping and bas-reliefs, carving and gilding, do really conduce to a devotional frame of mind. It may be going too far if I add that all these, and even the shrines of solid silver which enclose, and the gems which (as in mockery of man's *essential life*) are set upon, the bones of departed saints, seem to me, *meant* rather for some sinister end. I have seen those, who, however superstitious they may have been, appeared truly devout. Every movement from the time their finger-tips touched the holy water at the font on entering the church, until, through forms of kneeling, crossing, chanting and the rest, they had prepared themselves to leave the place, spoke of real conviction. Must I say it, these cases have been less numerous than I supposed. * * * * *

I alluded to the sculpture on the cathedral in Milan. Some have called this too much of the gingerbread style. It may be so. For a church, I am inclined to assent to the criticism. Each side of the vast roof is (what they sometimes term it, I believe) a flower garden. You walk about, however, on noble slabs of white marble, and cannot fail to admire the solidity of the walls and balustrades and the beautiful finish of the statues. Some of them the product of the most renowned sculptors—and you feel a real satisfaction in meeting the claim of your guide for a frane, when you learn that he has mounted the same flights daily for more than twenty years, and pointed out Canova's fine statues of Adam and Eve to fifty thousand enthusiastic visitors before you. Your fifty *centimes*, (only a dime you know,) paid for a ticket, will help pay for a statue. It seems as though they might need a good many visits yet; three thousand more statues are to be added; and it is said that the beautiful conception of the artist will not be realized yet for one hundred and twenty years! At present eighty-five men are employed in the work of completion.—*Within*, is truer grandeur. A nave 150 feet in height and 35 in width, with two aisles

on each side, supported by more than 50 columns, each 8 feet in diameter! I assure you the effect is magnificent. I went the third time that I might see and feel the grandeur. One thing I longed for, viz: the music I had heard four days earlier in Old San Marco, in Venice.

To Vienna and Berlin and Leipsic and London my mind runs daily in review of symphony and chant, solo and mighty chorus, organ, and bands of wonderful artists. We in America have met Ole Bull, and here and there, another lone—I had almost said, homesick—‘star.’ But what think you the trained artists are when inspired by the presence of their peers! You have heard of the new opera, *Lohengrin*? At Berlin we saw Wagner, its author. In Vienna we saw and heard *Lohengrin*. The opera-house itself is superb. May it be your fortune one day to enjoy a sight of it.

I must not try to tell you of mountain scenery, although I have passed over the Sommering and threaded the forty-five tunnels between Bologna and Florence. It is too early to talk of grand scenery till we have tried the Simplon, toward which we start to-morrow. Lake Como is charming. If I had not seen it I should certainly say the same of Lugano. Terraced mountain sides, quiet nooks far up the heights, rich villas near the edge of the lake, little patches of wheat not worth an hour’s labor of an Illinois farmer, yet trim and picturesque in the setting, marvelous gardens, whose wealth is only hinted when I name magnolias, aloes, camellias, oranges, lemons, and the most wonderful of roses—white, yellow and pink, deep-red, and even purple; statues from the hand of Canova and souvenirs from Pompeii and Egypt; a towering cliff springing skyward all bare and grey—oftener, rounded slopes whose retreating sides wear the look of green velvet, so small and dense appear the trees and shrubs which cover them, all these in sunlight and in moonlight, I have seen, chiefly while skimming along the surface of these enchanting waters.

As I write, the waves of Lake Maggiore are striking audibly to my ear, against the noble wall which protects the little artificial cove in front of my hotel in Luino. Rain has fallen quite steadily for four hours; and at intervals, ever since we left Milan—Friday. On ten or more of the highest hills are seen the pure vestments of winter. But these were from this present storm. Shall we find sleighs on the Simplon? All beyond to-day is new till we reach Cologne. Thence we move somewhat quickly to London. We must see Edinburgh and Glasgow—and America by and by. A kind greeting to all who ask concerning your and their friend,

THOMAS METCALF.

“Let the soldier be abroad if he will; he can do nothing in this age. There is another personage abroad * * * The school-master is abroad; and I trust to him, armed with his primer, against the soldier in full military array.”—*Lord Brougham*.

EDITOR'S DEPARTMENT.

Most of our teachers are enjoying their long, summer vacation; some are away at the mountains and the lakes, and by the sea-shore, in pursuit of pleasure and health; some are devoting their time to study and preparation for higher places, increased usefulness, and better pay; others are supplementing their salaries, never too large, by engaging temporarily in other business. Success to all of them. The business of teaching has its dark side, and its discouraging aspects; we dwell upon these quite enough; it will be well enough to set off the advantages of vacation against some of them. What other business affords such ample time for recreation, improvement or additional compensation?

Mr. Darwin's recent book is making quite a flutter. Atheistic Scientists, and those who would be only too glad to be called Scientists, shout as though the foundations of Revelation and Christianity were about to be overturned. And weak-kneed theologians are so much disturbed as to indicate that they more than half fear for the ground-work of their faith. But thoughtful and well-balanced men who accept Revelation, "possess their souls in patience," knowing that no truth which can be demonstrated from nature can be antagonistic to the truths of Revelation; still they will not be in haste to accept theories for truth, until they are more satisfactorily proven than Mr. Darwin's seems to be, as yet. Messrs. Carter & Brothers have just published a book by Dr. McCosh of Princeton, which is said to deal with this topic, and others that are agitating the thinkers, in a masterly manner. Those who acknowledge Dr. McCosh's ability as a writer and thinker, will be prepared to believe that he has written something worth the reading. His book is entitled, "Christianity and Positivism;" we have not yet seen it.

The City of Buenos Ayres is a terrible sufferer from yellow fever. This city has always been noted for the salubrity of its climate, as its name indicates. Although cases of yellow fever have occurred from time to time, it has never before assumed an epidemic form. In the latter part of last February, the disease suddenly made its appearance among the people living in hovels on the river front. It is said to have been brought on the shipping from Paraguay. The disease is said to be in some respects quite different from the yellow fever of the West Indies, although resembling it. About the middle of March, it became alarming; and by the 4th of April, it was estimated that from 20,000 to 30,000 had died, out of a population of 225,000. About the 1st of May, the disease seemed to be abating; the fugitives began to return, and business to be resumed. But, in a few days, it became more violent than ever, and all communication between the city and Montevideo was prohibited. The mortality has sometimes been as great as 700 daily; among the victims, are several Americans. The Sisters of Charity made themselves very useful in nursing the sick; but many sacrificed their lives in the performance of this Christian duty. Curiously enough, not a single death occurred on ship-board; and there were but very few cases on the shipping.

There is a remarkable palace at Saratoga Springs. It has lately been enlarged and refitted, at a cost of \$100,000; of this large sum, \$40,000 were spent for furniture alone. The main saloon is carpeted with 450 yards of French moquette, at a cost of \$6 per yard. The dining hall is 100 feet long, by 40 feet in width; it is most elaborately decorated, and its floor is covered with a "gorgeous Royal Milton carpet of the most flaming colors." This house is built and conducted for *business* purposes; in the slang of the gambling fraternity, it is a "den of the tiger," or club-house for gambling. *Hm.* John Morrissey, M. C. for New York, is chief proprietor; he, however, has sold out half the business recently for \$100,000 cash. Does any one exclaim, "What a disgrace that such a man should be legislator for this great Christian country?" True, O grumbler, but remember that our legislators are, and always will be, as good as the majority of their constituents.

President Raymond of Vassar College, in his late Baccalaureate Sermon, uttered the following opinion of a man whose sayings and authority are often quoted: "Mr. John Stuart Mill, with a genius for speculation, second barely to that of any living man, is singularly deficient in practical sagacity, and has never in all his life conducted a practical issue to a successful result." We have seen similar opinions of Mr. Mill, expressed in other very respectable quarters, of late.

Mr. Sykesy has been a member of the Normal School for more than a year. He came in from teaching a country school, and was impressed with the superiority of Normal methods, both in mastering a subject, and in teaching it to others. His funds ran short, and so he left the Normal and took a school last year. He had been quite a successful student, and had some good ideas on teaching. What a pity, his common-sense was a little lacking! The school he engaged was in a community where the people were disposed to be critical, but were really desirous to have a good school. On his first appearance before his school and his assistant teachers, he began by informing them that perhaps they thought they had seen a good school, but they were mistaken; he would show them what a good school was. He got through his term; but we understand he is in quest of a school for next year.

We have received an able paper for our September issue on Denominational Schools, presenting another side of the question. We are glad to have this, and wish all the friends to remember that our columns are open for discussion on live educational issues.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—Schools closed the last day of June. The weather seemed to be particularly propitious, the scorching days delaying, till the close of the term, to oppress us. At the examination for admission to the High-school four hundred sixty-five boys and girls, the large majority girls however, pre-

sented themselves, all but nineteen of whom were successful, the average for admission being seventy. One school sent a class of fifty-five and all were admitted, the largest class, we believe, that ever entered from any one school. There were twenty candidates for the Normal-school, seven of whom were admitted. Those who graduated from this school were also required to reach a certain standard in an examination on the studies of the course. As a consequence the graduating class is in great demand whenever vacancies occur in the ranks of the teachers. Each of the district-schools had some appropriate exercises on the morning of the last day of the term, and the graduating class of the High-school held forth in the afternoon in Farwell Hall to a crowded house. In the evening the *alumni* danced, ice creamed, and sociabied till long in the small hours. Thus ended the school year of 1870-71.

Many of the teachers have taken advantage of the generous offer of the Michigan Central R. R., and are now enjoying the luxury of New England air and scenery. It is to be hoped that similar favors will be bestowed in future. It is certain that they will be appreciated and will do a vast deal toward recuperating the exhausted bodies and minds of the recipients.

TEXAS.—

OFFICE OF SUPT. OF PUBLIC INSTRUCTION. }
AUSTIN, TEXAS, June 20, 1871. }

Competent teachers, male and female, who are desirous of emigrating to Texas, for the purpose of giving instructions in its public free schools, or of coming to the State for that purpose, are requested to communicate in writing with the undersigned, stating the length of experience which they have had in teaching, the school or schools in which they have taught, whether they hold a certificate of the first, second or third class, and if so, from what State.

Each applicant will also be required to undergo an examination in this State for the purpose of determining the class of certificate to which he or she may be entitled.

The salary of a teacher of the first class is \$110 per month, of the second class \$90, and of the third class \$75 per month U. S. currency.

Any other information desired will be promptly furnished from this office.

J. D. DEGRESS, Supt. of Public Instruction.

KENTUCKY.—The next annual session of the "Kentucky State Teachers' Association" will be held at Paris, August 8th, 1871. The order of exercises is as follows:

1. Address by the President of the Association.
2. Enrollment of Members.
3. Election of Members.
4. Address—Curriculum of study preparatory to entering College, Prof. J. N. Bradley.
5. Best method of teaching Arithmetic, Prof. Chas. H. Theis.
6. Best method of teaching English Grammar, Prof. J. B. Tharp.
7. Address—Female Education, Rev. H. A. M. Henderson, D. D.
8. Reports of schools by counties.
9. School discipline, Prof. W. B. Haywood.
10. Evils of teaching facts merely as contra-distinguishable from truth, Prof. L. Wagner.
11. Practical Education, Prof. N. K. Davis.
12. Power of thought, Prof. A. F. Williams.
13. Use of text books, Prof. Geo. A. Chase.

14. Hours of study, Prof. R. W. McRery.
15. Teaching as a profession, Col. R. D. Allen, Jr.
16. Should the sexes be educated together? Prof. J. H. Fugua.
17. Importance of introducing the Bible, Prof. W. W. Gardner.
18. Legal duties of commissioner, Tim. G. Needham, Esq.
16. The legal duties of teachers of common schools, Hon. Robert Richardson.

The citizens of Paris will extend gratuitous entertainments to the members. Arrangements will be made with public lines of transportation for the conveyance of delegates to and from the Convention at half the usual rates. The Association is composed of the teachers of the State, together with such others as the Board may invite to become members of such organization, for the purpose of promoting the cause of common-schools in the State.

We feel authorized to say that the Board of Education will cordially invite all teachers present to seats in the convention.

H. A. M. HENDERSON, Sec.

J. B. THARP, President.

MISSISSIPPI.—S. G. GARMAN, Principal of the State Normal School of Miss., is spending a few days in McLean Co., Ill. The Miss. Normal-school was organized in November, 1870, with Mr. Garman as Principal. It is supported by appropriations made by the State Legislature. It is located at Holly Springs in buildings belonging to Shaw University. Mr. Garman comes among us with marks of hard work, but a bright countenance and good prospects for the future. Educational interests in Mississippi have much to accomplish, and the friends may see dark times ere their fond hopes are realized, but with such men as Mr. Garman in the school, and E. P. Hatch, Supt. Pease and Judge Blackman in the Board, success is sure to follow. The school re-opens September 18. One hundred and three students are already enrolled for that term.

And so the Normal-school establishments, so long ago initiated by Father Pierce, in Massachusetts, seem bound to go on and prosper.

IOWA.—*Pottawattamie Co.*, is growing rapidly; the number of schools having increased more than fifty per cent., and the qualifications of the teachers have improved in an almost equal ratio. The country school-houses are excellent buildings, all furnished nicely. Teachers are well paid and are expected to work. The wages in winter average about \$43, and in summer nearly \$40. Males and females are paid the same wages, and about an equal number of each are employed. The city schools at Council Bluffs, under the Superintendency of Mr. Allen Armstrong, are doing excellent work. A sure indication of the success of Mr. Armstrong is the disappearance of private schools in his city. Much of the success on the western border must be due to the efficient and wide awake County Superintendent, Mr. G. L. Jacobs. It does not take long for a *live man* in the educational field to make his power seen and felt.

REV. SAMUEL J. MAY died in Syracuse, N. Y., on the evening of July 1st. He graduated at Harvard in the class with George Bancroft and Caleb Cushing, and at the time of his death was in his 74th year. Mr. May had an extensive reputation from his connection with educational and philanthropic movements; he was a co-worker in Massachusetts with Horace Mann, and for a time was Principal of the oldest Normal School in America, —the school now located at Framingham, Mass.

PROGRAMME OF EXERCISES FOR THE NATIONAL EDUCATIONAL
ASSOCIATION, AT ST. LOUIS, AUGUST 22, 23 AND 24, 1871.
MEETINGS TO BE HELD IN THE POLYTECHNIC BUILDING, CORNER CHESTNUT
AND SEVENTH STREETS.

TUESDAY, AUGUST 22d.

10.00 A. M., Meeting of the General Association for organization. Brief Address.
Appointment of Committees.

11.00 A. M., Meeting of Sections for Organization.

Recess.

SECTION MEETINGS.

I.—Department of Higher Education.

2.30 P. M., Report on *Academics and High Schools as Preparatory Schools for Colleges*, by LLEWELLYN PRATT, of Illinois. Discussion of same.

3.50 P. M., *Superior Instruction in relation to Universal Education*: JOHN EATON, Jr., of Washington. Discussion of same.

II.—Normal Section.

2.30 P. M., Paper by R. EDWARDS, President Illinois Normal University, on *Model Schools in connection with Normal Schools*.

Discussion of the same, by Miss ANNA C. BRACKETT, Prin. St. Louis Normal School; J. H. HOOSE, Prin. State Normal School, Cortland, N. Y.; and WM. F. PHELPS, Prin. State Normal School, Winona, Minn.; Dr. SANGSTER, Prin. Normal School, Toronto, Ontario.

III.—Superintendents' Section.

2.30 P. M., Paper by J. D. PHILBRICK, of Massachusetts, on *The Normal-School Problem*.

3.50 P. M., Discussion of same.

IV.—Elementary Section.

2.30 P. M., *Methods of Teaching Reading*: Hon. E. E. WHITE, of Ohio.

Discussion of the same.

4.00 P. M., *Method of Teaching Language*: Prof. D. H. CRUTTENDEN, of New York.

Recess.

5.00 P. M., Address by W. G. ELLIOT, of Missouri: Subject—*Education in large Cities*.

WEDNESDAY, AUGUST 23d.

SECTION MEETINGS.

I.—Department of Higher Education.

9.00 A. M., *Modern Mathematics in the College Course*: T. H. SAITFORD, of Illinois. Discussion of same.

10.30 A. M., Report on *Pronunciation of Greek and Latin*: ——— TYLER, of Illinois. Discussion of same.

II.—Normal Section.

9.00 A. M., Paper by CHARLES H. VERRILL, of Pennsylvania, on *A Good System of Normal Schools*. Discussion, by GEO. M. GAGL, of Minnesota; W. T. LUCKY, of California; C. C. ROUNDS, of Maine; and others.

III.—Superintendents' Section.

9.00 A. M., Discussion upon *Compulsory Education*.

IV.—Elementary Section.

9.00 A. M., *Methods of teaching Drawing*: HENRY C. HARDEN, of Massachusetts. Discussion of same.

10.30 A. M., *Philosophy of Methods*: JOHN W. ARMSTRONG, of New York. Discussion of same.

Recess.

GENERAL ASSOCIATION.

2.30 P. M., Discussion—*How far may the State provide for the education of her children at public cost?* N. BATEMAN, of Illinois; H. E. HARRINGTON, of Massachusetts; W. T. HARRIS, of Missouri; W. W. FOLWELL, of Minnesota.

5.00 P. M., Miscellaneous business and election of officers.

Recess.

8.00 P. M., Address upon *National Compulsory System of Education impracticable and un-American*: J. P. WICKERSHAM, of Pennsylvania.

8.30 P. M., Discussion of same, led by S. FALLOWS, of Wisconsin.

THURSDAY, AUGUST 24th.

SECTION MEETINGS.

I.—Department of Higher Education.

9.00 A. M., *Methods of Teaching Natural History*: N. S. SHALER, of Massachusetts. Discussion of same.

10.30 A. M., *College Degrees*: W. W. FOLWELL, of Minnesota. Discussion of same.

II.—Normal Section.

9.00 A. M., Paper by J. W. ARMSTRONG, of New York, on *Principles and Methods, their character, place, and limitation, in a Normal Course*. Discussion by M. A. NEWELL, of Maryland; W. A. JONES, of Indiana; and others.

III.—Superintendents' Section.

9.00 A. M., Essay on *School Attendance*, by J. H. CREEERY, of Maryland.

IV.—Elementary Section.

9.00 A. M., *Methods of Teaching Geography*: MARY HOWE SMITH, of New York. Discussion of same.

10.30 A. M., Discussion—*What constitutes a good Primary Teacher?*

11.30 A. M., Miscellaneous business and election of officers.

Recess.

GENERAL ASSOCIATION.

2.30 P. M., Paper by A. J. RICKOFF, of Ohio; Subject—*Place and Uses of Text Books*

3.00 P. M., Paper by THOMAS DAVIDSON, of Missouri; Subject—*Pedagogical Bibliography—its possessions and its wants*.

3.30 P. M., Paper by ALFRED KIRK, of Illinois; Subject—*What Moral uses may the Recitation subserve?*

4.00 P. M., Discussion of Mr. RICKOFF's paper.

Recess.

8.00 P. M., Address: J. A. GARFIELD, of Ohio.

All the hotels of St. Louis have reduced their rates to persons attending the Convention. Railroads and steamboats will return delegates at reduced fare.

J. L. PICKARD, Pres. Nat. Ed. Ass'n.

ELI T. TAPPAN, Cor. Sec. Higher Ed. Sect.

S. H. WHITE, Pres. Normal Section.

W. D. HINKLE, Pres't Supts.' Section.

B. C. SHORTRIDGE, V. P. Elementary Sect.

W. T. HARRIS, Pres. Local Committee.

Executive
Committee.

ILLINOIS.—The commencement of the Illinois State Normal University occurred the last week in June. Full particulars are given in our "Illinois Normal."

The meeting of the Society of School Principals, at Rockford, Ill., was enthusiastic and ought to be productive of valuable results. In the next No. of the *SCHOOLMASTER* we shall present the proceedings in full. We regret being compelled to postpone to Sept. the publishing of these proceedings. The Executive Committee deserve the warm thanks of all. No one knows, till he has tried it, the work attending the labors of such a Committee. If we mistake not, no small part of the success at Rockford was due to the energy of that indefatigable man, Prof. J. H. Blodgett. In perseverance and enterprise in institutions of this kind, he has no superior within our acquaintance.

Bloomington.—Since our last correspondence the schools of this city have closed, nearly all giving some entertainment of a public character in the form of exhibitions, etc. The Ward-schools closed on the 15th, in order to give the teachers and scholars an opportunity to attend the graduating exercises of the class from the High-school on the morning of the 16th.

The Grammar-class of the High-school under the direction of Miss F. T. Gee gave a very pleasant entertainment at the Academy of Music on the evening of the 15th, consisting of declamations, recitations, together with vocal and instrumental music. In the short space allowed to particularize I should fail to do justice to the grand treat which everybody and his friend enjoyed to such a high degree.

The morning of the 16th, the interesting epoch to the class which was to bear the honors of the day, at last arrived and with it had gathered a host of friends at the Academy of Music. Among the marked attention paid to this exercise was the adjournment of court. Among the honored guests on the stand were members of the bar, judges, members of the Board of Education, ministers of the Gospel, reporters for the press, etc.

The class consisted of five members: Misses Mabel N. Hetherington and Kate H. Morrison, and Messrs John W. Williams, Hamilton Spencer, jr., and Marshall N. Williams, each of which did honor to himself and friends. Prof. Marsh then addressed the class in a very brief but impressive manner. Major Packard, as Pres. of the Board of Education, then addressed the class and delivered to them their diplomas.

In the evening the graduates held a reception at the residence of Prof. Etter, which was largely attended. S. E. R.

Perry County.—August 14, B. G. Roots, County Supt., will begin at Tamaroa, a County Institute, to continue four weeks. He will be assisted by teachers who have had large experience in institute work.

Marion County.—Salem is erecting, at a cost of \$16,000, a handsome school-house with eight rooms, to be completed Oct. 1. H. A. Coolidge is to have charge of the schools. Salem is sure of good schools with Mr. C. as Supt.

Aurora, Ill.—T. H. Clark, for the past fifteen years Principal of Ottawa, has been called to the Aurora High School with a salary of \$1,600.

The papers containing first days' proceedings of Principals' meeting at Rockford, were entirely exhausted, but a stamp sent to Jas. H. Blodgett, Rockford, to pay postage, will secure report of the last two days.

STATE NORMAL UNIVERSITY,
Normal, Ill., June 9th, 1871. }

The undersigned hereby express their intention of being present at the State Teachers' Institute, to be held here in August next, beginning on Monday, the 7th of that month, and to give instruction as required.

RICHARD EDWARDS,
EDWIN C. HEWETT,
JOSEPH A. SEWALL,
ALBERT STETSON,
JOHN W. COOK,
HENRY McCORMICK.

It is also expected that Prof. Metcalf will return from Europe in time to be present at the Institute.

NOTE.—By mistake, the notice in the SCHOOLMASTER for June, makes the session of the Institute begin on the 14th of August. It should have been as above, on the 7th.

RICHARD EDWARDS, Pres.

CURRENT ITEMS.—The Pope completed the 25th year of his pontificate on the 16th of June; his reign has been longer than that of any other Pope since St. Peter. Perhaps it is longer than St. Peter's!—The Versailles Assembly recently passed a resolution for a day of prayer for the cessation of the civil war; the vote stood 417 to 3.—Jeff. Davis and Robert Toombs have lately been talking treason, according to reports in the papers.—Mr. Grote, the author of Grote's History of Greece, is just dead; he was 77 years old.—Bret Harte goes to Newport this summer. Will he give us a new poem showing how the *aristocrats* gamble and swear?—Several of the stock-jobbers in New York attempted a "corner" in Rock Island R. R. stock the other day, but were unable to "stand from under," and so were crushed. We are very sorry—that it didn't crush more of them; we are not sorry when gamblers are beat at their own game.—Will Horace Greeley be our next President?—Froude, the historian, is coming to America this summer, so it is said.—The Indiana Normal School at Terra Haute has 135 names of regular students on its catalogue for last year.—There are reports of a terrible famine in Persia; many children are said to have been killed, and their bodies eaten as food!—Wm. Carleton, of Charlestown, Mass., has donated \$50,000 to the college at Northfield, Minn., and it is hereafter to be known as "Carleton College."—Ohio has a new law that text-books shall not be changed more than once in three years, and then only by a two-thirds vote of the school boards.—Horticulture is to be taught in the Cincinnati schools.—Rhode Island has passed a law allowing \$10 traveling expenses a quarter, to pupils of the Normal School residing from it five miles or more.—R. I. has adopted a system of town superintendents of schools.—The late Dr. S. H. Taylor, of Andover, left an unfinished Greek grammar which will be completed by his son, and published by Ivison, Blakeman, Taylor & Co.—Prof. Andrew F. Ross has accepted the Presidency of Franklin College, New Athens, O., one of the oldest colleges in the State.—Geo. P. Beard, a graduate of the University of Vermont has been appointed Principal of one of the State Normal Schools, of Missouri. L. B. Kellogg, Principal of Kansas State Normal School, has left the profession.—Prof. L. H. Pearl, late Principal of the Normal School at Johnson, Vt., has been appointed Principal of the Normal School at Plymouth, N. H.—Hon. Hiram R. Revels, late Senator from Miss., has been unanimously elected President of Alcorn University, Mississippi.—Almost the entire Sophomore class in Michigan University attended a menagerie, to the neglect of a recitation. They were promptly suspended. Several of the Freshmen did the same with the same result.—Two prize fighters in New York City have been sentenced to one year's imprisonment and a fine of \$1,000. If the fine is not paid they are to lie in prison another year. The umpire in the fight was visited with a penalty one-half as heavy.—If college boys cannot go to a circus when they have a mind to, and men cannot indulge displays of the manly art of self-defense, we fear our revolutionary patriots fought, bled and died in vain. Isn't this the "19th century?"—Tea can be brought from Canton to Chicago in 40 days at a cost of 4½ cents per lb., while it takes 120 days and a cost of 5½ cents per lb., to bring it to New York by the Suez route; so say the Chicago papers.—The valuation of New York City in 1860 was \$450,700,000; in 1870 it was

\$1,047,427,049. Of this vast sum, \$840,000,000, or more than three-fourths, is in the hands of 18,000 persons.—The Legislature of Arkansas have passed a bill establishing a State Industrial University with a Normal department. The location of the school is to be determined on the third Monday of September next.—Wisconsin is about to open another Normal School, at Oshkosh.—The well known New York publisher, D. Appleton, has given the town of the same name in Missouri, \$20,000 for a school-house.—Samuel Williston, of Easthampton, Mass., offers his purse of \$500,000 to Amherst College, the conditions being that the name be changed to Williston University.—The Normal School building in San Jose, Cal., is progressing, and will be so far advanced that the next session of the school can be held there. It is a beautiful structure.—Arrangements are being made to celebrate the centennial birthday of Sir Walter Scott, which will occur on the 21st of August.—Sir John Herschel, the distinguished astronomer, son of him who discovered the planet called by his name, died on the 12th of May.—William Cullen Bryant addressed the graduating class at Princeton, Ill. High School.—Gov. Butler, of Nebraska, was convicted on the school fund charge, by the court of impeachment.—Erastus Corning has given \$200,000 to found an Episcopal Female College in Albany, N. Y. Vassar, Cornell and Corning, their monuments will be more lasting than brass or marble can build.—It is said that Capt. Richardson, of San Francisco, has given \$250,000 for a College of Mining, Civil Engineering and Architecture, to be located in Chicago. The Trustees of Lake Forest University control the donation.

REPORT OF ATTENDANCE FOR JUNE, 1871

LOCALITY.	No Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or Tardy.	SUPERINTENDENTS.
Chicago, Ill.....	29,385	24	27,022	25,932	96	7,807	.....	J. L. Pickard.
Indianapolis, Ind.....	4,079	15	3,758	3,572	94.3	332	.....	A. C. Shortridge.
Dubuque, Iowa.....	2,622	20	2,480	2,201	88.4	.....	.....	Thos. Hardie.
Racine, Wis.....	2,176	20	1,416	1,342	95	90	519	G. J. Albee.
West and South } Rockford, Ill. }	1,109	.....	1,023	955	93	338	337	{ J. H. Blodgett. O. F. Barbour.
Ottumwa, Iowa.....	743	20	632	606	95.9	198	186	L. M. Hastings.
Macomb, Ill.....	567	20	531	501	94.3	51	272	M. Andrews.
Faribault, Wis.....	529	20	443	410	93	5	175	W. R. Edwards.
Marshalltown, Iowa.....	500	20	443	4 2	92.8	58	97	Chas. Robinson.
Sterling, 2d Ward, Ill.....	419	20	282	267	21.6	20	113	H. P. French.
Lansing, Iowa.....	358	.....	329	293	89	.....	.....	S. S. Henderson.
Belvidere, Ill.....	268	22	267	230	81.9	35	122	H. J. Sherrill.

ILLINOIS NORMAL.

PHILADELPHIAN SOCIETY.
W. C. GRIFFITH.

WRIGHTONIAN SOCIETY.
R. MORRIS WATERMAN.

The exercises of the Wrightonian society at the regular meeting, on the evening of June 17th, were of a high order, showing that a long year of hard work in the school-room had not dampened the ardor for society work. The hall was filled with Wrightonians and citizens from Bloomington and

Normal. As the critic for the evening was absent, Mr. W. H. Smith, of the class of '70, was appointed by the president to act as critic *pro tempore*.

Among the exercises was a contest between members of the Grammar and High-school, and Normal departments, and the decision given by the judges was in every instance in favor of the Grammar and High-schools.

Messrs. Rayburn and Hunter, from the High and Grammar schools respectively, debated in opposition to Messrs. Dougherty and Burchsted, from the Normal. Many good points were adduced on both sides, but we thought the decision justly rendered in favor of the first two speakers.

Miss Alice Chase, from the High-school, and Miss Hattie Wight, from the Normal, read essays, noticeable as being well written and clearly enunciated. The music of the evening consisted in a piano and violin duet, by Miss Eldredge and Mr. Putney; a quartette and a vocal duet, by singers from Bloomington.

During irregular business Mr. John Stapleton, previously appointed as one of a committee to appropriate a portion of the net proceeds of the Wroughtonian exhibition, held sometime ago, to the purchasing of pictures, reported that the committee had procured two pictures; one, Indian Telegraphing, the other, Beethoven, and the price for each, respectively, was \$18 and \$25. These pictures have been placed in the hall, and add much to its general appearance. Some books have also been purchased for the library recently.

The critic gave a very good report, commendable for good advice and encouragement to Wroughtonians.

Messrs. Paisley and Underhill justly merit a goodly degree of praise for the faithful manner in which they administered corporal punishment to the Wroughtonian carpet. We were favored in being fortunate enough to witness the cleansing process, which took place a short distance north of the University, on the grass, and can conscientiously and unscrupulously recommend these gentlemen for positions demanding prompt and vigorous action throughout the state and land, forever. All hail!

Mr. E. R. Kimbrough has been elected president of the Wroughtonian society, and Mr. Frank C. Richey, president of the Philadelphian society, for the fall term.

On the evening of June 24th a union meeting was held in the large hall of the University. Many of the old students had returned, and there was a good audience in attendance. The music of the evening was an instrumental solo by Mrs. Lillie Moffatt, an instrumental duet by Miss Eldredge and Mr. Putney, and a vocal duet by Messrs. Putney and Waterman. Of the first of these we can only say that it was one of Mrs. Moffatt's best pieces, and "a word to the wise is sufficient." All those present commended the second, and of the third it was quite generally acknowledged that Mr. Putney executed himself well, while Mr. Waterman gave *equal perspicuity* to himself, also; and it was perceptible that his former efforts, combined with the one already mentioned, of his associate, were in no danger of occultation by the concomitant circumstances!

Mr. Polhemus gave an oration on "Freedom," and Mr. Yoder another on "Public Life." Both contained much of value, and were listened to attentively by the audience.

Misses Mann and Shaver read essays, the first named being on "Light entering makes the darkness visible," the second, "The Marble waiteth." These two exercises evinced much care in their preparation. Miss Shaver, in very pleasing language, spoke of the good effect of faithful work in the societies, and in behalf of the class of '71 addressed a few words of parting to the members of both societies.

The other exercises consisted in the reading of the union paper by Miss Ray and Mr. Holcomb, and a dialogue, "The song of Doubt and Faith," by Misses Eldredge and Warne. The paper was evidently enjoyed by all, and the dialogue merited the praise which it received.

Thus closed the society work of the school year of '70 and '71.

Monday, Tuesday and Wednesday of the last week were devoted to the examination of classes in the different departments of the University. The Primary, Grammar and High-Schools closed on Tuesday, and the Normal on Wednesday. Numerous visitors were in attendance. President Edwards' class in the theory and art of teaching, numbering about one hundred pupils, and Prof. Hewett's class in book-keeping and school-laws were examined Wednesday afternoon.

At the close of school, President Edwards made some earnest and appropriate remarks to those present.

At five o'clock the alumni of the University and members of the faculty assembled at the Normal hotel, and partook of a fine supper, the entertainment being varied by toasts and short speeches. The old classes were quite well represented, and all seemed to enjoy the occasion that had called them together. It is by such meetings that the friendships of school life must be kept fresh in memory. The class of '71 were cordially invited to be present, and gladly availed themselves of the opportunity, desiring not only to be duly initiated into all the mysteries of the alumni, but also to participate in the dinner prepared by the Normal landlady, Mrs. Knight.

Mr. Burnham presided as toast-master, and Messrs. Burrill, Gove, Cook, McKim, Philbrook, and others, *toasted*. Mr. Ben C. Allensworth is elected president for the ensuing year.

In the evening a meeting was held in the large hall of the University, and was well attended by the alumni, students and others. Supt. John Hull, the President, delivered the customary annual address, and Hon. Peter Harper, a member of the class of '60, and for several years a resident of Louisiana, delivered a lecture on "The condition of society at the south," and Miss Belle Moore, of the class of '63, read an essay on "Take up life joyfully, bear it on manfully."

The music was prepared by Mr. C. H. Crandell, of the class of '69, and showed careful practice. The quartette by Messrs. Crandell and Rew and Misses Ford and Rawlings, was especially good.

Thursday, June 29th, commencement morning, dawns bright and fair; the sultry weather of the previous few days had disappeared, and in its place was a cool and bracing air. At an early hour the large hall was thronged with friends of the graduates, students, citizens of Normal and Bloomington, and other portions of the state. About nine o'clock the graduates appeared marching in single file from the door of the Philadelphian hall to their seats on the rostrum. With President Edwards seated in the center, the faculty,

board of education, superintendents of county schools, and other honored visitors, on the left, and the graduates on the right, those persons taking part in the singing being seated in front and facing the graduates, the exercises commenced, prayer being offered by Rev. Mr. Webster, the Methodist clergyman of Normal. Prof. Parker conducted the music, Miss Eldredge being pianist.

As a whole the orations and essays were said to compare favorably with those of previous years, both in thought and delivery. The graduates number twenty-two, their names were published in the July number of the *SCHOOLMASTER*.

After the presentation of the diplomas to the members of the class by President Edwards, some short speeches were made by Hon. S. W. Moulton and Messrs. Gastman and Wells, the benediction was pronounced by Rev. Mr. Leonard, Congregational clergyman of Normal, and the graduates, board of education, faculty, and others, repaired to the Wroughtonian hall, where a collation had been prepared by a committee from the different departments of the school, the latter defraying the expense.

After dinner "stories" were told by Professors Hewett, Sewall, Stetson and Cook, Messrs. Chase, and Moulton, President Edwards acting as chairman of the entertainment. This "story" feature added no little to the pleasure of the day, and, previous to adjournment, a vote of thanks was unanimously tendered the committee and school for furnishing so good a dinner.

In the evening the graduates held a reception in the University, which was attended by the alumni, members of the board of education, a part of the Wesleyan seniors and faculty, and other friends of the graduates. A band from Bloomington enlivened the enjoyment of the occasion, and all seemed to be in good spirits. During the evening Messrs. Miller & Tankersley, photographers in Bloomington, presented the graduating class with a fine frame, said to be the best ever presented a class in Normal, containing the photographs of the members of the class, with their names in the center of the group. The frame will be hung in the reception room. A cabinet-sized card, being a *fac simile* of the larger picture, was also presented each member of the class, by the artists, and it is but fair to state that the thanks of the class are due Messrs. Miller & Tankersley for their kindness. At a somewhat late hour the company dispersed, and thus ended the school year of '70 and '71.

BOOK TABLE.

Chambers' Encyclopædia: A dictionary of universal knowledge for the people. Revised Edition. J. B. LIPPINCOTT & Co., Philadelphia. Parts 37 to 48. 60 cents each.

The publishers continue the re-issue at the rate of about three parts a month. The same care in the revision of articles and the excellent mechanical execution which appeared in the first numbers are still apparent. The conciseness of the language has enabled the publishers to insert in each volume an amazing amount of information. We have no hesitation in recommending it to teachers and general readers as the best, all things considered. All articles requiring it have been brought down to the latest moment. The illustrations are numerous and excellent, and form a very valuable feature of

the work. We do not see how an intelligent reader can get along without a copy of this or one equally good. Coming as it does within the reach of all in price it seems most desirable.

PERIODICALS.

Littell's Living Age is a magazine published weekly by LITTELL & GAY, 30 Bromfield street, Boston. Its pages are filled with choice extracts from foreign magazines and periodicals; its cost is Eight Dollars a year. We have before us numbers 1410, 1411, and 1412. The first of these numbers has a very striking article fixing the authorship of the famous "Junius Letters;" this it does by an elaborate discussion of the handwriting: it also contains some able papers bearing on Mr. Darwin's theories. Number 1411 contains three very interesting articles; one is upon Nathaniel Hawthorne; and one from the *Cornhill Magazine* gives a very vivid account of the condition of Paris during the last few months, and of the character of the Communists. But the most remarkable of all is from *Blackwood*, and is entitled "The Battle of Dorking; Reminiscences of a Volunteer." It represents an old man in 1921, telling his grandchildren how the Germans came down upon their defenceless country fifty years before, invaded it, overcame the rabble volunteer force sent against them, and conquered England. The narrator was one of the volunteers on the occasion, and relates the whole affair minutely, and with painful vividness. His picture of the headlong gatherings of undisciplined militia strikingly reminds us of what we saw in our own country ten years since. The whole is very clever, and has made a great sensation in England, it is said. From number 1412 we take the poem that we publish in this number of the *SCHOOLMASTER*.

Scribner's Monthly makes its regular visits very promptly. It is filled with good things, and seems to be one of the most popular of our monthlies, already, as we believe it ought to be. It is able, conservative and orthodox in its outspoken editorials on social and religious questions, and must carry much weight. The frequent quotations from its editorials that we meet in our exchanges are sufficient evidence that it is making itself felt. The verses and etchings concerning Nell Latine's engagement and wedding are a "center-shot" at one of the most disgusting follies of "high-life;"—this folly is not confined to high-life, however; "more's the pity."

The Christian Union, Mr. BEECHER's paper, is one of the most able, interesting and practical of all our religious weeklies. What with Mr. Beecher's editorials and lecture-room talks, Mrs. Stowe's stories, and T. K. Beecher's correspondence, it may safely be said that the paper has a large infusion of "Beecher" in it. It has been said, and is probably true, that Dr. Lyman Beecher was the father of more brains than any other man in America; and so the abundance of the Beecher element in the paper will not be an objection to readers who like to have their minds set to thinking.

PUBLISHERS' DEPARTMENT.

Most of the readers of the *SCHOOLMASTER* have occasion to visit Chicago several times during the year. It is a matter of some moment to know where a comfortable and pleasant hotel can be found. We wish to call attention to the CLIFTON HOUSE, corner of Wabash Avenue and Madison street. This house is not only conveniently located, being near the leading book-houses, but contains within, all that one can desire for a temporary home. Col. Jenkins has spent a life in the business and really does know "how to keep hotel." The clerk, Mr. H. F. Kittredge, understands the art of making guests happy. We heartily recommend the Clifton House for the best table and pleasantest rooms it has been our fortune to find in Illinois.

THE CHICAGO SCHOOLMASTER.

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VOLUME IV.

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CO-EDUCATION OF THE SEXES. A NEW DEPARTURE.

Two young men, said to be of good character and well-fitted, are reported to have applied to the authorities of Vassar College for admission to the lower class. It remains to be seen what course the authorities of the College will take. The eyes of the expectant and excited public are upon them. A golden opportunity is afforded them to rise superior to vulgar prejudice and to strike a telling blow for the emancipation of a degraded and down-trodden sex. By what right are young men to be denied the advantages which their sisters share? Are the sweet and gracious influences of those four hundred young ladies, and the talents of that corps of intelligent lady professors, all to be expended upon one another? Who would gild refined gold, or add perfume to the violet? Will not the great gap which already divides woman from her inferior, continue to widen under this one-sided culture?

It may be urged that the College was planned especially for women. Yale, and Harvard, and Amherst were planned exclusively for men. Shall the present age be trammelled by the restraints of the past? Would not the shade of Matthew Vassar look smilingly upon a noble enlargement of his plan? Perhaps he "builded better than he knew" when he gave that magnificent fund. Perhaps when all the men have become women and all the women men, he will be praised by the united voices of both sexes instead of receiving the faint praise of an imperfect work, from one.

If it be urged that the course of study is planned expressly for women, the argument is unworthy notice. Who decides that the sister shall study music, drawing, or painting, and denies these branches to her brother? Why should the boy be deprived of the instructions of Professor Blot when so many situations are open to male cooks, and so many women prove unequal to the trying labors of the kitchen? If these young men, looking over the catalogue of Vassar College, decide that this is the educational institution that meets their wants, should grave professors interpose objections, and with their theories of a proper education, cramp and fetter aspiring genius?

In regard to the moral and sexual bearings of the question, we are, of course, reverent in treading upon doubtful ground. But all experience, so far as recorded, shows that in every case, the introduction of male pupils into a female college, has been of vast advantage to the great mass of the students. Not only have the young men escaped any injury from the daily intercourse of the class-room, but the manners and morals of the young ladies have decidedly improved. The students no longer come to their classes without collars, or with ragged slippers, with locks unkempt, and fingers and lips covered with ink stains. The presence of the opposite sex is enough to inspire them with a self-respect which forbids everything slovenly or improper. Teachers unite in saying that there is less disorder and rowdiness, and that the young women are easier to control when young men are present. The disgraceful practice of hazing Fresh-women, for which Vassar has had a bad notoriety, will disappear forever when once young gentlemen are admitted. And in regard to the plan of the buildings and recitation-rooms, suitable arrangements can be easily made so that the most fastidious of mothers can send her son to a female college, and be sure that his sex will ensure him profound respect from all his fellow-students, and that his relations to them will be no more dangerous to them than the familiar associations of a well-ordered household.

The time for this exclusive education has gone by. While young women clamor for admission to old established masculine institutions, shall Vassar, and Mt. Holyoke, and Oxford, and Rockford, and Troy, deny access to the young men who desire a thorough feminine education? Forbid it, advocates of the equality of the sexes! Forbid it, female lecturers who know how much the average man needs the refining presence and influence of superior women.

B.

DENOMINATIONAL AND PREPARATORY SCHOOLS.

Charles E. Hovey used to say that the way to make an educational journal of value and power was to state earnestly and effectively what seemed to be the truth now. If it was true somebody would substantiate it; if it was not true somebody would attack the statement, and the discussion would set people thinking and give life to the work. Your opening article in the July number has at least one merit that would please the indomitable pioneer worker named: it will stir people up. Many of its sentences deserve hearty approval, but some need toning a little to meet actual circumstances.

The possibilities of the public high-school are great. The work actually accomplished in such schools is beyond the belief of many men, but we

have not reached the point where we can fairly, in all places and in all circumstances, frown upon the efforts of any who would open facilities for broader culture. The public high-school is of recent growth—is by no means uniform in course, in management or even in the scholarship of its teachers.

The number of high-schools that fit boys for college, even in Latin, in the west is small, and you can count on your fingers, I think, all the public schools in Illinois that send boys ready for unconditional admission to Harvard or Yale. I really wish for the public information, that the author of the article on denominational schools would give us a list of secondary cities and all other places in our State yearly sending boys to college from the public-school, *prepared*.

It is frequently the case that friends of liberal culture can secure the adaptation of the local public-school to their views far more easily than they can sustain private-schools; but there are many public-schools doing worthy work that do not, and cannot, meet the wants of a large and respectable minority in the community. The remark that private-schools are no longer a necessity may be theoretically true, but in practice there is room for all hearty educational work—private as well as public. If I lived just outside the city limits of Bloomington with a son to fit for college, I am sure I should fail to see the fitness of the various replies I should get as I looked for opportunity for his education. As he goes to the Bloomington High-school where others are fitted, he is sent back with the rebuff "No non-residents admitted on any terms." As he meets the writer of the article in the *SCHOOLMASTER*, he is told that the public-schools will take care of him unless he is convicted of crime, when he can go to Pontiac to the Reform-school, or if he is too low for even a mother's skill to awaken him, he can be taken to the Jacksonville Institution for the Feeble-minded.

It will be early enough to denounce all efforts for carrying on private-schools, or even denominational schools, when the public-schools will do their work, or when the public-schools that can do that work shall be accessible to those who need the higher courses.

I confidently expect great things of the public high-schools. I know that one of our Illinois public high-schools is the best college preparatory school in the State, but I know, too, the annual changes of administration. I know that some high-school principals sneer at and discourage collegiate training. I know that some of the high-schools that fit boys for college refuse to admit all those who might desire to come.

I do not believe in Baptist geography or Congregational arithmetic, but we must clear away a great many local difficulties before we denounce individuals or denominations, even who mean to help the educational work in ways

additional to ours, even though the same exertion on their part might seem to us to promise greater results if combined with our work.

JAS. H. BLODGETT.

ROCKFORD, Ill., Aug., 1871.

A UNIVERSAL PROGRAMME FOR COUNTRY SCHOOLS.

While speaking of the value of a programme to some teachers not long since, one of them asked if I could not give them a general programme—one adapted to all of the country schools. I replied that such a thing was not possible. But since then, I have been giving the subject of classification more or less careful thought. I have been observing the composition of the schools, and have come to the conclusion that a universal programme is not only possible but it is quite practicable, and altogether desirable. If the classification can only be simplified as I suggested in my *Notes* in the July SCHOOLMASTER the programme business becomes quite easy. And here is the programme:

TIME.	CLASS.	EXERCISES.	LENGTH.
A. M.			
9 to 9-15		Opening Exercises, - - - - -	15
to 9-35	C.	Reading and Numbers, - - - - -	20
to 10	B.	Geography, - - - - -	25
to 10-30	A.	Reading and Spelling, - - - - -	30
to 10-45		Recess, - - - - -	15
to 11	C.	Spelling and Sentence Making, - - - - -	15
to 11-20	B.	Reading and Phonics, - - - - -	20
to 11-45	A.	Geography or History, - - - - -	25
to 12		Writing, - - - - -	15
P. M.			
1 to 1-5		Singing, - - - - -	5
to 1-25	C.	Reading and Phonics, - - - - -	20
to 1-50	B.	Arithmetic, - - - - -	25
to 2-20	A.	Grammar, - - - - -	30
to 2-30		Music or Drawing, - - - - -	10
to 2-45		Recess, - - - - -	15
to 3-5	C.	Reading and talks about Objects, - - - - -	20
to 3-30	B.	Reading and Spelling, - - - - -	25
to 4	A.	Arithmetic, - - - - -	30

It will be observed that each grade or class will have one separate exercise in each of the four divisions of the day. For the C, B and A, classes respectively the exercises will continue 20 minutes, 25 minutes, and 30 minutes, except in the second division, when each is shortened 5 minutes to gain 15 minutes for the writing exercises, in which all participate.

The text books for the three grades may be about as follows:

C.—First Reader, Slate and Pencil.

B.—Second, or Third Reader, Slate, Copy-book adapted to the grade, Primary Arithmetic, and Primary Geography.

A.—Fourth or Fifth Reader, Slate, Copy-book adapted to the grade, Intermediate Geography or a small United States History, small Grammar and Practical Arithmetic.

The three classes can all write at one and the same time—the members of the C class on their slates from copy on the blackboard. All the pupils in each of the other classes writing the same copy at the same time.

The singing, also the instruction in Music and Drawing, can readily be adapted to the whole school.

The above classification and programme contemplates a school, of course, where there are no pupils doing what is termed high-school work.

I have not unfrequently found, where teachers had written programmes—and they are very few—from 35 to 40 exercises “billed” for each day. No wonder the poor fellows do not always “find time to get around.” No wonder that parents often complain that their little ones do not get home till after dark; and no wonder that a little time each day cannot be found for some common sense teaching.

Our country schools are wofully in need of some re-construction in the matter of classification. There is no kind of sense in the very prevalent notion, that because the seven or eight children coming from one household, are of different sizes and ages, they must necessarily each read in a book of a different grade, must spell in different classes, all their school-work must be peculiarly adapted to their respective ages. This is foolishness in the extreme. Let them be grouped into about three grades or classes; let the studies and books of each class be the same throughout. Let the stronger help the weaker ones, and thereby gain strength to themselves. If some of them complete the work of the grade sooner than others, if they are able to stand the tests as applied by the school committee, by all means pass them up to the higher grade, allowing their younger brothers and sisters thus to become the seniors and helpers in the class the former are leaving behind.

With such simplicity of classification, and the schools operated by the above programme, complaints—now common that a portion of the school receive an undue share of the teachers attention, to the detriment of other portions—will cease entirely; and the teachers themselves will soon become strangers to that very familiar refrain, “I should very much like to follow your suggestion if I only had more time.”

OSCAR F. MCKIM,

DECATUR, ILL., Aug. 15, 1871.

NATURAL HISTORY IN PUBLIC SCHOOLS.—II.

We have observed in a previous paper that, in the opinion of some of our most advanced educators, the Natural Sciences should have a more prominent place in our Common Schools.

Precisely what that place should be, is a question which must be settled by observation and experiment. This important subject recently (in March last,) came before the legislature in Massachusetts, on the occasion of a resolution to grant a small appropriation for the introduction into all the schools of that State of a copy of the "*American Naturalist*," a popular monthly journal of Natural History, published in Salem, Mass. The resolution was referred to the committee on education, which gave a hearing to the advocates of the measure, at which remarks were made by a number of distinguished gentlemen, viz: Geo. B. Emerson, LL. D., W. H. Niles, and Hon. Joseph White, secretary of the Mass. Board of Education. Several letters in recommendation of the measure were also read from well-known naturalists and educators. We present some extracts from these remarks and letters, because they embody the views of some of our wisest educational men, as to the utility of the Natural Sciences as a means of mental development and culture, and also indicate some methods by which this important subject may be made practical.

Remarks by Geo. B. Emerson, LL. D. :

"I think it of the utmost importance in the education of every child, to open his eyes, as early as possible, to the beauty, properties and curious structure of the objects around him. This will lead him to form the habit of observation upon the simplest objects; will add to his capacity for observation and thought, and will open to him a source of great and inexhaustible happiness throughout life. A person whose habits of observation are thus formed will be insensibly led to occupy himself more with the works and thoughts of God than with man's works and thoughts; and he will see and learn a thousand things, which, without those habits, would have remained unseen and unknown. To the future farmer these habits will be of special use. Every farmer ought to be an observer. He cannot otherwise understand the management of the earth he tills, or of the vegetables and fruits he cultivates, nor how to provide for his friends, the birds, or his enemies, the insects. * * * * * * *

For more than half a century I have had no higher ambition than to be a successful teacher. Not many years after I came into this town, in 1821, to be the first principal of the English High-school, I was one of a few, who, meeting first in the office of Dr. Walter Channing, united to form the Boston Society of Natural History. After a few years I became president of this society, and continued in the office for some time. I did not feel as if I were neglecting my chosen work in giving a portion of my time to Natural History. I needed recreation, and in what more suitable form could I find it than in taking long walks with Dr. Chas. T. Jackson, or A. A. Gould, or D. H. Storer, to Roxbury or Malden Hills, or Chelsea Beach, or a drive with Prof. J. L. Russell to

see Wm. Oakes, at Ipswich, or with Oakes himself to the Essex woods, or to examine the trees in West Cambridge? This was recreation in the open air, with an interesting object in view. I wish that every teacher, worn with confinement and anxious toil, could get refreshment in the same way. Many of the best and most devoted teachers, especially females, are breaking down from time to time, for want of air, exercise and sunshine. The looking for objects for their lessons in Natural History would give them the very variety they want, for it would oblige them to take long walks over hill and through woods, in the sunshine and in the shade, to get these objects.

Knowing the great value of something of Natural History in the earliest stages of education, I should be glad to see it introduced into every school, not in the shape of lessons to be learned, but as forming the subject for many general lessons given in a conversational way, and leading to conversation in the school and at home." * *

Prof. L. Agassiz wrote as follows :

"The time seems to have come when, to the received methods and approved topics of popular education, such branches of physical and natural sciences should be added as have acquired real importance for the business of life, during the last fifty years. There is only one difficulty in the way of this most desirable object. There are no teachers to be had—not enough in the whole State of Massachusetts, simply to provide the Normal schools—whatever efforts might be made to introduce these studies at present, and the demand is likely to become more pressing every day. It would seem to be the part of wisdom, therefore, to consider what may be done to prepare the way. For years past I have been urging upon our Social Science Association the desirableness of introducing a complete course of scientific instruction in our Normal Schools, not from text books, but with experiments and demonstrations by special teachers ; and I now hold that it would be still better to organize a special Normal school, for the training of scientific teachers. The world will require them everywhere before many years are passed, and it would be fitting, that in the United States, Massachusetts should set an example, timely, in the right direction. But even this must be heralded in some way or other, and I see no better or more efficient way than the circulation of sound information upon the topics regularly to be taught."

It will be noticed that Mr. Emerson speaks of the value of a study of nature as a means of recreation for teachers. This thought deserves careful attention. The teacher will be personally benefitted by searching after information in the field of nature, and at the same time obtain the best preparation possible to direct the observations of his or her pupils.

Whatever we may think of the views of Prof. Agassiz as to a special Normal school, it will be admitted that the greatest obstacle to the introduction of the Natural Sciences in common schools, is to be found in the want of teachers who are themselves informed on the subject. Elementary instruction on these subjects must not be sought by placing in the hands of children text-books on Natural History to be studied and memorized, but must chiefly be obtained by oral instruction from object lessons, and the teacher who is observing of natural objects need never be in want of material while the three kingdoms of nature are so easily accessible. There

can be no doubt that a well managed journal of Natural History, devoted to the popular diffusion of knowledge, if placed in the hands of every teacher in the land, would be a powerful agency in helping forward the cause we have under consideration.

What more noble, worthy and useful work could engage the attention of a State, than, through a suitable board of education, to send out to every teacher, if not to every scholar, a journal containing articles on Natural History, subjects written by skillful naturalists, with especial intent to guide the observation and awaken the attention of the young?

Another plan might be pursued with advantage in our larger towns and cities. It would be entirely feasible to employ a Natural History teacher, to have charge of that department in a given number of schools, giving lessons in each at certain stated hours. But for the most part our reliance for a practical and successful introduction of these studies into common schools, must be in the preparation of the teachers of our public schools. Shall they then wait until the public demands such qualifications in teachers; or will they not rather go in advance of public sentiment, and be pioneers in every work of improvement and progress!

GEO. VASEY.

MUSEUM, NORMAL UNIVERSITY, }
April 25, 1871. }

FRANKFORT ON THE MAINE, June 20, 1871.

FRIEND GOVE:

A shower has driven me from my morning stroll in the streets and squares of this old city; and, half German, as I ought by this time to be, I doff my hat and salute you. "A very inconvenient custom, this lifting the hat at every recognition of an acquaintance:" So spoke a Nuremberger with whom I was walking three days ago; "Often quite disagreeable; but the custom is established, and we cannot break it." And his head was uncovered twenty times within as many minutes. I observed that in the evening twilight, as we traversed the walks of a pleasant "society park," my companion seemed just a trifle anxious on passing a pair or trio seated at one of the tables, apparently fearing that should he fail to recognize a person whom he knew, it might be regarded as a slight. I may have misjudged him, but could in no other way account for his frequent and careful peering. Not such my greeting: I take my pen gladly. No small part of the delight furnished me by this European tour has sprung from my attempts to picture the scenes and incidents of the journey. The picturing is no doubt spiritless at times, and at times false; but friends are lenient, and truth-seekers have many facilities now-a-days for correcting a false impression.

The proverbially polite people of Europe have been enjoying a very serious family broil, and I have not been encouraged to look toward Paris. Should the growing quiet there become so real as to make a week's stay amid the modern ruins comfortable, I may have an opportunity to observe the superiority of French *etiquette*. Failing of that, I must give the palm to England, where, during a short visit of ten days in four of her principal cities, I observed such uniform courtesy, and evidence of a postponement of self, as made me feel that politeness had been made a study. But having said all this very heartily of England, I cannot say a whit less of Leipsic or Berlin, Dresden or Vienna, Venice or Geneva. However many hotels are represented, each by an omnibus, as the train arrives, the traveler is not often solicited, much less importuned by a runner. The name of the hotel is frequently spoken, and that is all. If you nod assent, your hands are at once relieved of valise and satchel, which, however, if you suggest a preference for it, will be placed with you in the vehicle. Arrived at the hotel, the descent from the carriage is made as easy and prompt as possible. In some instances, you are greeted so cordially that you half suspect you must have met the polished young gentleman now before you at some date prior to his assuming his swallow-tail coat and white cravat, or that he has mistaken you for a rich guest of a former season who was prodigal of his francs or florins. Of the three to five men in black around you, each of whom, if the thing is possible, regrets his inability to assume added anxiety in your behalf, there is probably one who commands a small vocabulary of English. You and he are naturally grateful. He is sorry that he must take you so high as the third floor; but he does. And if, in default of your counting the flights, your legs could give testimony, you would then and there believe what your later opportunities show you, that you are three long flights above the threshold. This is all right, however, it being the universal mode of numbering floors, wherever I have been, on the continent. You rarely write your name at the office, or "cassa:" but the waiter, unsparing of toil, climbs again to your room, and begs you would be so kind as to give your name. He thanks you for this service, asks whether you will have tea or sit at *table d'hôte*—according to the hour—and retires with face toward you, bidding you good morning or good evening. I estimate the number of these gentlemen in broad-cloth whom I have seen at their posts in England and on the continent within ten weeks, in hotel, café or restaurant, at three hundred. I am sure that only one of these was on duty outside of a swallow-tail coat; that was my little friend in Leipsic, a lad of twelve years, whose hearty "Guten Tag" and "Mahlzeit"—an almost universal contraction for "Blessings on the meal-time"—are still in my ear. The waiter, if not exceedingly busy, will have a hand in putting your second arm into the sleeve of your over-

coat, and will open the door for you as you leave—a few kreutzers or centimes in his grateful palm.

I know too little of hotel practices in America to warrant my drawing a comparison between those and these. Enough for now, that in these weeks my comfort has been studied by all whose place it was to serve me, and that the uncovered head, the bow or courtesy, the quiet manner, the anticipation of my wants, and the uniform reference of all to my choice, have shown me that there is such a thing as The Art of Pleasing.

I must be permitted to add, in the same vein, that on entering a store or shop in Leipsic or Berlin—perhaps as well in the other cities I have named—every gentleman or gentlemanly lad removes his hat or cap, and exchanges a “Good evening” or other greeting, with the proprietor or his assistant. On leaving—and this is the “Frenchiest” thing I have known—both say, in way inimitable by me—“Adieu.”

On the railways I am happy to miss the gruff self-importance which I have once, at least, in my life discovered in an American conductor. For “Tickets!” you have, first, the salutes—the right hand raised to the visor, and then “Billets, bitte”—the *bitte*, I think, rarely, if ever, omitted.

And now, lest you should remind me of “new brooms” or of “rose tints,” I put myself on record as having seen another side.

You know some of my misgivings at starting on this tour. I have never for a minute regretted the decision, to which the kind consideration of my Normal friends aided me. I have thanked you all again and again, but especially my associates on the Normal Faculty. May enjoyment crowd the waking hours of their and your much-needed vacation.

With warm regard I remain yours,

THOMAS METCALF.

THE AMERICAN INSTITUTE OF INSTRUCTION.

This ancient Association of Teachers—we believe the oldest in America—held its forty-second annual meeting in Fitchburg, Mass., on the 26th, 27th and 28th of July. The attendance was only moderate, but many of the veterans of the school-room were there; gray heads were fashionable on the occasion. The Institute convened for business on the forenoon of Wednesday. In the afternoon, Miss E. P. Peabody presented the subject of *Kinder-gartening*; and in the evening, Gen. John Eaton lectured on *American Education, Progressive*. As we did not arrive till the next morning, we did not hear these exercises. On the morning of Tuesday, William F. Harris, Esq., of St. Louis, presented a very able, philosophical and practical paper on

Prescription in Modern Education—It's province. The object of the speaker was to show the relation between individual freedom and the restrictions necessarily imposed by society; there should be absolute liberty in thought, but in action, conformity to law and the right. This relation should be learned in the school-room.

Following Mr. Harris' paper, came a pointed, spicy, and generally just, lecture on *History*, by Rev. H. N. Hudson, of Boston. He set out with the statement that 5000 of the books in the Public Library of Boston,—and those the worst—are read more than the other 150,000. He seemed to think that the taste for bad books is owing to the faulty methods of teaching and studying History in schools. He criticised the text-books on this subject without mercy. He would have no outlines of history, etc. While we were ready to agree heartily with most of his statements, we could not help thinking that a few years' experience in the actual teaching of a public school might modify his opinions somewhat.

In the afternoon, Mr. Charles C. Perkins, of Boston, presented a paper on *Drawing as a branch of General Education*. This was followed by a paper, both humorous and instructive, giving a picture of Boston schools as they were sixty years ago. It was read by Gen. Henry K. Oliver, of Salem, and was entitled *How I was taught*. A discussion followed, in respect to the failure of Massachusetts to bring her facilities for education to all the children of the commonwealth, or rather her failure to bring all the children into her schools. Hon. Joseph White, Secretary of the State Board of Education, Gen. Oliver and others took part. Gen. Oliver is employed by the State to collect the statistics respecting the condition of the laboring classes in the State; and his picture of the condition of children in the factories and the vagabond children of the cities was enough to arouse the sense of horror in the hearer. Those who heard his remarks will not soon forget them. It was made very plain that a compulsory law is worth but little unless it is enforced better than it is at present in Massachusetts.

In the evening, Prof. D. C. Gilman, of Yale College, gave a very pleasing, able and instructive lecture on *Scientific Schools in relation to Colleges and High-schools*. The lecture was followed by readings given by Prof. Lewis B. Monroe, of Boston. He demonstrated that there is one elocutionist in the country who is content to come before an audience and read only simple selections. It was furthermore shown that an intelligent audience can be interested in readings where there is no mouthing, screeching nor contortion on the part of the reader—where there is no "passion torn to tatters," nor any passion to tear.

On Friday morning, after some preliminary business, Dr. Richard Ed-

wards, of Normal, Ill., gave a lecture on *Causes of Failure in Teaching*. We need not say that the lecture was able, and was given with vigor. It was well received. The lecture was followed by a paper on *State uniformity of text-books*, by Warren Johnson, State Superintendent of Maine. He took decided ground in favor of such uniformity, and proceeded to sustain it, by terse and well put arguments; but, as railroad trains will not wait for lectures even, we were obliged to leave before he had proceeded far. Could we have staid, *perhaps* we should have become a believer in his doctrine; at present, we certainly are not.

In the afternoon, Mr. N. A. Calkins, of New York, gave a paper on *object teaching*; much to our regret, we did not hear it. The Institute re-elected most of its principal officers—among them, Abner J. Phipps, Esq., of West Medford, Mass., as President. Some thought that, as almost every State has its State Association of teachers, and, as the whole country has its national bodies, the time had come for the American Institute to close its work; and a direct vote was reached, after much discussion, on the question "To be or not to be." It was unanimously, and enthusiastically, voted that the Institute should not die; and, if the exercises of this meeting were fair specimens, every one present would say that this decision was eminently proper.

Not many who were present expressed a determination to come to the national gatherings at St. Louis. There appeared to be two reasons for this, viz: St. Louis is too warm to make a visit to that city in August desirable, and the meetings occur so late that many eastern teachers cannot return in time for the opening of their fall terms.

EDITOR'S DEPARTMENT.

By the time this number of the SCHOOLMASTER is in the hands of its readers, the school year for 1871-2 will have commenced. In most towns where ten-month schools are held, school opens on the first Monday in September. The teacher has prepared many plans for the work of the year; new methods are to be introduced; what was theory one year ago has become practice. Educational meetings have been attended during vacation, and by contact and relation of experience new life and increased vigor has been given to us. We buckle on the armor with high hopes and encouraging prospects. Every one has within himself resolutions of improvement in his own particular field. One powerful means of reform now-a-days is the press. Every town in our country of a few thousand people publishes a newspaper: teachers ought to remember that in most cases the columns of those papers are open to them. Many editors will not only give liberty but be thankful to educational men

for practical papers on the public school-work. Every weekly paper in our land can and ought to have at least one "educational column," and the school board and teachers of the vicinity should see to it that this column is filled with sensible matter, such as will be read. Write of the local school interests, of the comparative condition of your school. If the people do not visit your school as much as you wish, you can write to them through your paper. See to it, then, that with September you make an arrangement with the editor of your paper to keep filled for him one column a week of interesting school matter.

The Supreme Court of Iowa has recently made an important decision concerning suspension from school on account of irregular attendance. In the school district of Dacora among the rules is the following:

"Any pupil who is absent six half-days in any four consecutive weeks, (and two times tardy, shall be counted as once absent,) unless detained by sickness or other unavoidable cause, shall be suspended from the schools until the end of the term, or until reinstated by the superintendent or board."

A father stated that he kept his boy at home to perform certain labor, who was for that reason absent and tardy at school; that he could give no assurance against the repetition of the fault, and claimed the right to detain his child from school at any time for like reasons, and notwithstanding the rule and action under it, to send him to the school.

In the second case, the plaintiff had been kept from school by her parents, for the purpose of being taken with them upon a visit. The parents represented that as they were in humble circumstances, they could not leave their children at home when they made a visit, and for that reason found it necessary to take the child with them. The absence for which plaintiff was suspended was the second offense of the kind by her against the rules of the school.

The pupils were suspended, case taken into court, appealed to Supreme Court, with the result below:

The court held:—"Any rule of the school not subversive of the rights of the children or parents, or in conflict with humanity and the precepts of divine law, which tends to advance the object of the law in establishing public schools, must be considered reasonable and proper.

"Where a pupil is present one day and absent another it not only interferes with his own progress, but also with that of the other pupils, hence his constant attendance is for his own interest and the interests of the school. Irregular attendance, tardiness and truancy, may be provided against by such rules.

"The good of the whole school cannot be sacrificed for the advantage of one pupil who has an unreasonable father. Upon the parent must rest the great responsibility of depriving the child of the opportunities of education which the laws of the State so generously offer. If the education of children were compulsory upon parents who could be reached by penalties, as for an offense, for failure to send their children to school, in that case the child could be relieved from the hardships of expulsion and the parent made responsible for his acts in detaining him from school. As the law now is, no other means can be devised for enforcing the rule requiring regular and prompt attendance, than the penalty of expulsion."

Many towns in Illinois have like rules to those in the Iowa district. It remains to be seen whether its Supreme Court will render like decision.

On the evening of July 6th, we left Chicago by the M. C. R. R., and arrived in Boston *via* Suspension Bridge and Albany, after a very pleasant ride of about 40 hours. We spent several days about Boston, visited New York, and New Haven, attended the meeting of the American Institute of Instruction at Fitchburg, roamed among the hills of Worcester county, and returned to Chicago, stronger in mind, body and purpose, after a delightful visit of four weeks. How we visited some of the interesting objects to be seen in the eastern cities, how we sailed down Boston harbor and over Long Island Sound, how we picked blackberries among the rocks, how we ate baked clams at Rocky Point, we cannot now tell you; we may say more of these things hereafter. One thing is sure: if, amid the hurry and bustle and growth of the busy west, any one imagines that the east is going to decay, he had better go there as we did, and learn better.

The proposed new school law of Illinois, introduced into the senate last winter, deserves careful attention from the people. The legislature is composed of representative men, men who understand well, we believe, the business of legislating. The school interests lie chiefly with the committee on education. The best men of both houses compose that committee. Ten thousand copies of this law have been printed and circulated. If adverse criticisms are to be made, now is the time to make them. Don't wait till this bill has become a law, then grumble at its inefficiency. The SCHOOLMASTER will have something to say hereafter. Meanwhile, let all who have aught to communicate send their views to one of the committee on education, of Senate or House. The warm opposition manifested towards the bill at the Rockford meeting of school principals indicates objectionable features. Our legislators need but to be convinced of the truth of this, and the obnoxious sections may be removed.

The system of public instruction in Russia has experienced a radical reform. Definite shape has been given it in St. Petersburg by devoting \$60,000 annually to establish and maintain twenty primary schools. A high-school has been established at Moscow for women of all ages, married or single. The Emperor sanctions and encourages.

The Circular of Information for July, issued by the National Bureau of Education, is especially valuable just now, from the fact that many state legislatures are considering compulsory education bills. The full reports of the schools of Sweden and Norway show what an enforced law, of such a character, will do. The church in those countries seems a helper in the enforcement of this law.

We give with this number a table of annual reports so far as we have been able to obtain them. Many have responded promptly, while from many others we have not heard. The SCHOOLMASTER will be glad to re-publish in October this table revised and enlarged. If errors appear in this let us know, that they may be corrected.

EDUCATIONAL INTELLIGENCE.

OFFICIAL REPORT OF THE ILLINOIS SOCIETY OF SCHOOL PRINCIPALS.

HELD AT ROCKFORD, ILL., JULY 5, 6, 7, 1871.

ROCKFORD, July 5th, 1871.

Society met at the Court Street M. E. Church, and was called to order by the president, Mr. Aaron Gove, of Normal, at 10½ o'clock, a. m. The meeting was opened with prayer by Rev. Dr. McKown. The secretary being absent, J. S. McClung, of Henry, was chosen secretary *pro tem*. President Gove then gave his opening address. Mr. Ryan, who was to open the discussion on "compulsory education," being absent, Mr. Smith, of Dixon, read the new bill introduced into the legislature, and gave extracts from eminent authorities for and against the principle of compulsory education. He also spoke quite favorably to such a law. The question being open for discussion, a resolution was offered by Mr. Powell, of Aurora, "that this society recommend the passage of this act at the next session of the legislature." Mr. Roberts, of Galesburg, thought it best not to be too hasty in passing such a law. He thought that there are not many children not already in school, but would be an injury to the schools if they were brought in; and that if such a law should be passed, there should be established another school for such class of scholars as would be detrimental to the schools. Mr. Freeman, of Rockford, raised the question, whether if such a class of scholars as those just spoken of, vagrants, was brought into the schools their influence would be better than if they were in the streets. Mr. Thorpe, of Fulton, spoke in opposition to the law. After further discussion it was voted to lay the resolution on the table. Society then adjourned until 2 p. m.

WEDNESDAY, 2 P. M.

Called to order by the president. Hon. W. T. Harris, Supr. of Schools, St. Louis, read a paper on "Primary Instruction." After recess of five minutes, Mr. Etter read letters from railroad companies giving rates of return fare. The following return members at one-fifth usual fare, when full fare had been paid over same road in going to the meeting: C. B. & Q.; C. & N. W.; C. & St. L., and I. C. It was voted that a railroad secretary be appointed to issue return tickets. A motion was made and carried, that a committee of three be appointed to revise the constitution, and report to-morrow morning. Mr. Blodgett extended an invitation from the merchants and manufacturers to ride about the city and view the city and works. Mr. Etter was appointed to take the names of all who wish to become members of the society. It was voted that a committee of three be appointed to nominate officers for the following year; also a committee of three on finance to examine books, receipts, etc., of the treasurer. C. F. Kimball, of Elgin, was appointed railroad secretary. Subject of "Primary Instruction" was resumed. Mr. Roberts asked Mr. Harris to give more particularly their method of teaching the phonetic system in St. Louis. Mr. Harris stated that some of its advantages over the

other method were, saving of *one-half the time*, securing better articulation, and that by this method every word could be analyzed to its fullest extent. He also thought the system improved spelling much; did not find any difficulty in transition to the other method. On motion of Mr. Powell, the society accepted the invitation to visit the city to-morrow. The following committee was announced on revising constitution: Blodgett, of Rockford; Thomas, of Dixon; and Tucker, of Lacon. Discussion on school-law resumed. Mr. Woodard, senator from Cook county, urged that the members of the society should thoroughly examine the proposed amendment, and give the result of their examination to the members of the legislature. A disposition was manifested by many of the members to keep the interests of the schools in cities, as much as possible in the hands of the people and out of the control of city councils. It was voted that a committee of five be appointed to examine the proposed school-law, and report any amendments that they may think best. The following were chosen as the committee: Smith, of Dixon; Wells, of Ogle county; Col. Potter, of Fulton; Cutter, of Chicago, and Parker, of Joliet. Society adjourned until 7 a. m., to-morrow.

THURSDAY, JULY 6TH, 1871.

Society called to order by the president. The committee on nominations was announced as follows: E. W. Coy, Peoria; J. B. Bathurst, Leland; D. J. Poor, Lexington. Committee on finance: Messrs. Etter and Marsh, of Bloomington, and Walker, of Creston. Committee on revision of the constitution reported the following amendment: *Any person having the direct charge of a system of schools, employing one or more assistants, or who has been principal of such a system of schools, can become a member by signing these articles and paying into the treasury the sum of five dollars in one payment, or of two dollars annually.*

The report was accepted, and amendment adopted. The subject of annual reports of superintendents was brought up. President read the article in last year's proceedings referring to that subject. Mr. Powell moved that the editors of the Illinois School Journals be empowered to draw up a form of annual report, and send same to the different principals throughout the State. Motion was lost. Mr. Gove urged the importance of making this report. After a short recess Mr. S. H. White read a paper on "The relative time to be given to the different branches, in grades below the High-school." In the discussion following this paper Mr. Thomas, of Dixon, thought that a chief object to be kept in view in these grades, is, that the child be prepared for the grades that follow. Would also precede text-book work by oral instruction. Mr. Powell followed, agreeing in the main with the paper presented. He would have the child write much throughout the course; from the time he enters until he leaves school, composition writing should be kept up. Col. Potter thought the formation of moral character a chief end to be sought in earlier years. On motion of Mr. Powell, Mr. White was requested to allow his paper to be published in one or more of the educational journals. It was voted to add to the list of members the name of E. W. Coy, it having been omitted by oversight last year. After recess the president announced that Miss Frances Willard would read a paper at 4 p. m. Messrs. Powell, Rulison and Brydges were chosen as a committee for the introduction

of those wanting situations to those seeking teachers. The discussion on compulsory education was continued by Messrs. White, of Peoria, and Cutter, of Chicago; Piper, of Manchester, Iowa; Wells, of Ogle, and Powell. The resolution was tabled. Adjourned to 2 p. m.

THURSDAY, 2 P. M.

Called to order by the president. Mr. J. B. Roberts, of Galesburg, read a paper on "High-school Membership," and "High-school Work." Discussion by Marsh, of Bloomington; Kerr, of Madison, Wis., and others. "People of whom more might be made" was the subject of a carefully prepared and well read paper, by Miss Frances Willard, of Evanston. She did not pretend to say what the future of American women might be; but would aim to prepare American girls for whatever American women might be called to do. Mrs. General Beveridge followed, giving something of the plan of the working of the Women's Educational Association of Evanston. Mr. Powell continued the discussion of the subject of High-school work, and also made a motion, which was carried, to appoint a committee of three to confer with various college presidents to see what arrangements can be made to harmonize the two systems of instruction. W. B. Powell, E. W. Coy and J. B. Roberts were made such committee. It was voted to hold the next annual meeting at Princeton. Chair announced the following committee on resolutions: White, of Peoria; Hall, of LaSalle, and Sherrill, of Belvidere. Adjourned until 9 a. m., to-morrow.

FRIDAY, JULY 7.

Called to order at 9 a. m. by the president. Meeting opened with prayer by Rev. Mr. Marshall. Mr. Blodgett, in behalf of the citizens, invited the members to visit any of the residences of Rockford. Dr. Haven made an announcement in reference to the excursion to Mammoth Cave. Mr. Piper invited all the teachers present to attend the Iowa State Teachers' Association at Council Bluffs, during the last three days of August. Committee on nominations made the following report:

For President.—E. C. SMITH, Dixon.

Vice President.—HENRY FREEMAN, Rockford.

Executive Committee.—J. B. ROBERTS, Galesburg; B. P. MARSH, Bloomington; E. D. WELLS, Oregon.

Secretary.—J. S. McCLUNG, Henry.

Treasurer.—B. R. CUTTER, Chicago.

The report was accepted and the Secretary instructed to cast the ballot. The persons nominated were declared elected. The committee on school-law reported; the report was accepted and laid on the table for future discussion.

Supt. Crosby, of Davenport, Iowa, read a paper on the "Supt's work. What is it? and how shall it be done?" Recess followed the reading. Discussion of the above by Hall of La Salle, Leaman of Canton, and Kimball of Elgin. Adjourned until 2 p. m.

FRIDAY, 2 P. M.

Called to order by the president. S. H. White on committee on resolutions, being absent, the chair appointed C. P. Hall of Princeton, to fill the vacancy. Discussion on revision of the school-law was resumed. It was

It was voted that two more names be added to the committee to examine the proposed school-law now pending in the legislature, to suggest changes, and present the same to the committee on education in the legislature. Such names were added, and the full committee stands

E. C. Smith, Dixon.
Col. L. H. Potter, Fulton.
E. L. Wells, Oregon.
B. R. Cutter, Chicago.
C. J. Parker, Joliet.
Hon. J. L. Pickard, Chicago.
Dr. E. O. Haven, Evanston.

Moved that the resolution in reference to the school-law be taken from the table—carried. Moved that it be adopted—carried. There being no further business the society adjourned.

J. S. McCLUNG, *Secretary*.

List of members of the Illinois Society of School Principals

	P. O.
W. B. Powell,	Aurora
H. L. Boltwood,	Princeton
A. J. Sawyer,	Swansea
P. R. Walker,	Creston
W. T. Bromfield,	Mendota
Geo. S. Ricker,	
Geo. S. Wedgewood,	LaSalle
J. M. Tyler,	Lockport
J. H. Atwood,	Onarga
Wm. Brady,	Marseilles
O. C. Johnson,	Pecatonica
J. H. Blodgett,	Rockford
S. M. Etter,	Bloomington
A. J. Arnold,	Chicago
H. A. Neal,	Watseka
S. Bogardus,	Marengo
J. Thorpe,	Polo
Aaron Gove,	Normal
D. S. Morrison,	Warsaw
H. O. Snow,	Batavia
O. T. Snow,	"
H. P. Hall,	Sycamore
W. Wilkie,	Oak Park
W. A. Jones,	Terre Haute, Ind
J. Belangee,	Tiskilwa
W. H. Brydges,	Elgin
A. E. Rowell,	Kankakee
A. B. Leaman,	Canton
E. W. Coy,	Normal
H. H. L. Smith,	Alton
S. W. Maltbie,	Geneseo
G. G. Alvord,	Freeport
John Ellis,	El Paso
M. Andrews,	Macomb
W. D. Hall,	LaSalle
J. S. McClung,	Henry
S. H. White,	Peoria
E. C. Smith,	Dixon
R. Edwards,	Normal
O. F. Barbour,	Rockford
H. J. Sherrill,	Belvidere

	P. O.
J. L. Kleckner,	Freeport
B. R. Cutter,	Chicago
C. M. Wright,	Dover
Geo. Howland,	Chicago
J. S. N. Griffith,	Geneva
S. M. Heslet,	Clinton
J. V. Thomas,	Dixon
Henry Freeman,	Rockford
J. S. Baker,	Chicago
Samuel Willard,	Chicago
B. P. Marsh,	Bloomington
S. B. Bathurst,	Leland
E. L. Wells,	Oregon
J. B. Roberts,	Galesburg
J. W. Bird,	Knoxville
D. J. Poor,	Lexington
J. Long,	Wilmington
H. H. C. Miller,	Morris
M. L. Seymour,	Forreston
J. W. Gibson,	Adeline
C. D. Armstrong,	Morris
O. M. Tucker,	Lacon
N. Millet,	Huntley
L. C. Grey,	Kewanee
H. Rulison,	Durand
D. E. Garver,	
C. F. Kimball,	Elgin
A. J. Blanchard,	Rochelle
Miss E. S. Dunbar,	DeKalb
Chas. I. Parker,	Joliet
A. J. Cheney,	Chicago
S. J. Ventres,	"
O. S. Westcott,	"
Wm. Isenburg,	"
N. Ford,	Lena
W. W. Austin,	Shirland
J. M. Coyner,	Rushville
L. H. Potter,	Fulton
P. B. Hulse,	Chicago
Louis Goodrich,	Sterling
J. Piper,	Chicago

69,000 in '69, and 108,000 in '70. The "scholastic population" (we suppose the persons of school age) in 1870 is not 7,000 more than in 1869. In 1869, the State had 417 school houses, in 1870, the number was increased to 1,289. This is truly a good showing and well accounts for much of the expense. The district tax for schools in 1868 was \$110,000; in 1869, \$335,000. Among the expenditures is seen the item of \$38,000 to school trustees; but we are not familiar enough with Arkansas school law to know whether this money is appropriated to private or public use. If it is in the form of salaries, it seems to a northwestern man, rather too much money to pay for such a purpose. We believe the public school men and officials of Arkansas, are working nobly to push the school system in that State. The next biennial report will certainly show a glorious triumph. God speed!

MICHIGAN.—Thirty graduates left Detroit High School last year. Prof. H. S. Tarbell takes the superintendency at East Saginaw, vacated by Prof. Estabrook.

IOWA.—The State Teachers' Association meets at Council Bluffs, too late for the SCHOOLMASTER to notice proceedings.

The programme presents unusual attractions. Mr. Jerome Allen will conduct Institute work in the State during the season. The State superintendency is creating comment in the State. Already several names are prominently mentioned for the position. Col. Abernethy and Col. Mumm, are candidates.

INDIANA.—The Board of Education of Indianapolis have invited Prof. W. L. Pillsbury to take charge of their High-school. Mr. Pillsbury has been in business for the year past. The rest of the time since leaving Harvard, seven years, he has spent in teaching. Should he accept this position, the Indianapolis people will have reason to congratulate themselves on having a first-rate man for their High-school.

The Seventh Annual session of the Teachers' Institute was held in Clinton, Vermillion county, August 28th, at which Prof. Cook, of Illinois Normal, and Miss Ruth Morris, of Indiana Normal, assisted Mr. Little.

NEW ENGLAND.—The Rhode Island Schoolmaster, than which no better school journal reaches us, says of New England colleges:

Brown University.—No successor to President Caswell has been as yet elected. Prof. C. I. Chace has withdrawn his resignation as Professor of Moral Science, and will continue his connection with the University for at least six months.

Yale College.—Prof. Noah Porter has been elected President of Yale College, vice President Woolsey resigned.

Bowdoin College.—Ex-Gov. S. L. Chamberlain has been elected President of Bowdoin, vice Rev. Dr. Harris, resigned.

University of Vermont.—The Corporation of the University of Vermont have elected Prof. M. H. Buckham, President, in place of Dr. Angell, who goes to Michigan University. Buckham was Professor of Rhetoric and Greek. He graduated from the University in 1851, was tutor in '53, and has been Professor of Greek since '57.

Amherst College.—It was announced at the recent Commencement that the Nineveh slabs in the cabinet, the inscription on which has heretofore been a mystery, has at last been deciphered, by an alumnus of the college, Rev. Wm. Hayes Ward, of the New York Independent.

Two young ladies have applied for admission into the Freshman class of Amherst. Why not?

Wesleyan University.—*Admission of Women to its privileges.*—At a business meeting of the alumni of Wesleyan University at Middletown, a resolution was passed declaring that nothing in the charter of the University excludes ladies from its privileges, and expressing the hope that they will avail themselves of its opportunities. One young lady has contemplated seeking admission this year. It is thought women will soon be admitted to the privileges of the institution.

ILLINOIS.—The meeting of the Southern Illinois Educational Association has been postponed to meet at the call of the executive committee. JAS. P. SLADE, Pres.

Meeting of County Superintendents of Illinois.—The Association meets on the 10th of October and will be in session at least two days. It is expected that papers will be read upon the following subjects:

1. "School Legislation."

2. "A Course of Study for Common Schools, including Classification and a Programme of daily Exercises."
3. "Teachers' Institutes."
4. "Teachers' Examinations."
5. "Method of Establishing and Organizing County Normal Schools."

Two Evening Lectures are expected.

Besides the above subjects there will be various other matters of vital importance considered. A large attendance, and a session of unusual interest is expected. Mr. Sturgeon, the Superintendent of Rock Island County, says that Rock Island will do everything to make the meeting pleasant. The usual hotel and railroad deductions are expected.

Champaign County—A three weeks' session of the County Institute began on Monday, the 7th of August, in the new school-house of District No. 2, Champaign. The Institute was under the management of Prof. E. C. Hewett, of Normal. The members engaged earnestly in the preparation and recitation of lessons, and the work resembled that of a Normal school, far more than the ordinary Teachers' Institute.

On Monday evening, August 7th, the new school building in which the Institute held its sessions was dedicated; the exercises consisted of singing, report from the building committee, and short and pointed speeches by Dr. Gregory and Prof. Hewett. The house is a very roomy, convenient and tasteful structure of wood, two stories in height. It contains six rooms, amply large enough for 50 students each, besides an audience room that will seat more than 200 people; the cost was about \$7,000. We doubt if a better or handsomer school-house has been built in Illinois for so small a sum.

The new University building, of which we gave description and cost, in the August number, is progressing rapidly; the substantial basement is nearly complete. Another building, for a machine shop and drill-hall, is in a good stage of advancement, the first story is nearly done. It is a very solid structure of brick, and is situated between the old and new University Buildings. A large number of students is expected next term. Prof. Baker and Prof. Stuart are both in Europe.

Mr. J. C. Oliver and Mr. N. Scovill continue at the head of the schools in Champaign another year. Mr. J. W. Hays, a graduate of Normal, takes charge of the schools in Urbana. Superintendent Leal is busy as ever.

Builders are active both in Champaign and Urbana; several substantial brick business blocks are in process of erection. It seems to us that these towns must be the paradise of bricklayers this summer.

Ogle County.—The Ogle County Teachers' Association is to be held in Polo, Oct., 3d to 6th, inclusive. The programme is carefully prepared, evidently by one who knows how to do such things. W. P. Jones, late President of Northwestern Female College, George W. Perkins, principal of State Reform School, Pontiac, and E. M. Booth, Professor of Elocution in Chicago Theological Seminary, are among the lecturers announced. The citizens of Polo, as well as teachers of the county, have promise of an unusually good meeting.

Mr. L. Seymour, of Forreston, remains at \$100 per month.

Jno. W. Gibson, remains at Adeline at \$80 per month—school year of nine months.

Capt. Freeman, will remain at Polo for \$1,500; E. Brown, at Oregon, at \$1,000 per nine months; Blanchard, at Rochelle, at \$1,500, although he was offered \$2,000 after he had engaged to remain at Rochelle; P. R. Walker, at Creston, at \$1,000 per ten months, offered \$1,200 after he had engaged to remain; Miss Dunbar, of Normal, class '68, remains at DeKalb at \$1,200.

Randolph County—Teachers' Institute will hold a session of one week, the first week in October, at Chester. Prof. Cook, of Illinois Normal, and C. L. Howard, will assist at the exercises.

Capt. S. B. Hood takes charge of the schools at Sparta.

Bureau County—We have received the catalogue of Princeton High-school. Henry L. Boltwood, A. M., is Principal, assisted by Mr. C. P. Hall and Misses Cronise, Barrie, Wickes, Thompson and Mrs. Runnels. Hon. Jno. R. Bryant is President of the Board of Education. 287 students attended the school the past year. We think this is the only high-school in the State that is organized with an entire township for a

district. This is done under a special act of the legislature. Every school in the town acts as a feeder. Room is also provided for tuition pupils.

The Illinois State Teachers' Institute held its Annual Session in Normal, August 7th to August 19th.

Over two hundred names were enrolled. Although the list has been larger in previous years, the actual workers this year seemed as many as heretofore. Exercises were conducted by Pres. Edwards, Dr. Sewall, Professors Hewett, Metcalf, Stetson, Cook and McCormick, of the Normal school, Dr. Geo. Vasey, Curator of Natural History Society, Mr. W. B. Powell, Mr. Jas. H. Blodgett, and Mr. Aaron Gove. No part of the exercises excited more interest than the discussion on the proposed new school-law. Among other objectionable features in the law disclosed by this discussion, section 80 attracted especial attention and its discussion resulted in the unanimous adoption of the following resolution :

"WHEREAS, In our opinion, those who control our public schools should be chosen to office solely on account of their fitness for that work ; and believing that it is desirable that the management of our public schools should not be removed from the direct voice of the people, therefore

Resolved, That we disapprove of section 80, Senate document No. 37 ; and we hope our Legislature will never allow it to become the law of Illinois."

On account of the extreme heat, several of the evening lectures were omitted. Pres. Edwards, Dr. Sewall and Prof. Metcalf, each gave an evening address. A committee was appointed to consider the question of continuing the annual meetings of the Institute. The report of the committee and action of Institute in this matter will be announced hereafter. The proceedings of the Institutes of 1870 and 1871 were ordered printed, with catalogue of members, in one pamphlet, and copies mailed to each member.

PERSONAL.—Miss RUTHIE E. BARKER for the past three years at Normal, goes to Alton as assistant in high-school.

HUGH EDWARDS, late of Peoria, is agent for the school furniture house of Eureka manufacturing works, Rock Falls, Ill.

Prof. JNO. GOUDY has been called to the superintendency of schools at Rock Island, Ill.

W. H. V. RAYMOND takes the Cairo schools.

GEO. COLVIN goes to Pekin.

R. R. SHOEMAKER is at Odell, Ill. Miss RUGG, of Normal class of '71, is one of his assistants.

E. P. FROST, of Springfield, High-school, takes Peoria High-school ; PROF. BROOKS, former Superintendent, takes his place in Springfield.

J. P. YODER and R. MORRIS WATERMAN go to Blue Island public-schools.

S. H. PEABODY leaves Chicago High-School for Massachusetts Agricultural College.

A. KEITH JOHNSTON, the eminent geographer, is dead.

J. M. McMILLAN has been re-elected Principal of Carlinville, Ill., Graded School.

O. M. TUCKER goes from Tonica to Lacon, Ill.

JNO. PIPER takes book agency for Ivison, Blakeman, Taylor & Co.

Prof. DIEHL goes from Wenona to Hennepin, Ill.

Supt. FULLER will be at Sandwich, De Kalb Co.

A. J. SAWYER takes McDowell's place at Mendota, Ill.

JNO. PECK, Co. Supt. Marshall, was recently killed by railroad accident in N. J. T. H. SHAW, Esq., has been appointed to fill the vacancy.

McCLUNG at Henry, CHILDS at Amboy, ROBERTS at Galesburg, YOKOM at Carbon-dale, are among the deserving ones who live with an appreciative people,—their salaries are increased.

WILL H. SMITH of Granville last year, is at Tonica.

Mr. J. D. HAYS of Paris last year, is at Urbana.

JNO. X. WILSON takes the school in Peoria left by Hugh Edwards.

Miss MARY PENNELL, formerly assistant in the Model-school, Normal, recently of Vassar, goes to Peoria County Normal School.

ANNUAL REPORT OF PUBLIC SCHOOLS. (MADE BY REQUEST OF ILLINOIS SOCIETY OF SCHOOL PRINCIPALS.)

CITY.	Whole No. different pupils enrolled.	No. male teachers.	No. female teachers.	Highest salary paid male teachers.	Lowest salary paid male teachers.	Average salary paid male teachers.	Highest salary paid female teachers.	Lowest salary paid female teachers.	Average salary paid female teachers.	Salary paid Superintendent.	Cost per pupil for tuition.	Entire cost per pupil.	Average No. belonging.	Average daily attendance.	Per cent. of attendance.	No. of tardinesses.	SUPERINTENDENTS.
Batavia, Ill.,	275	1	4	\$1 400	\$450	\$1 050	400	700	\$489 89	\$1 800	\$14 50	\$17 00	1436 5	1357 7	94	1,895	H. O. Snow.
Decatur, Ill.,	1,882	3	25	1 500	450	1 050	700	300	315	800	11 42	10 48	541	489	80	1,581	E. A. Gastman.
Goshen, Ind.,	910	1	11	1 100	450	700	400	300	288 00	1 200	11 76	10 48	2147	2048	95 3	6,548	D. D. Luke.
Terre Haute, Ind.,	3,410	8	39	1 600	600	1 150	650	450	414 07	1 500	12 00	21 68	388	334	86 3	2,068	Wm. H. Wiley.
Shelbyville, Ill.,	610	1	8	1 500	800	1 150	650	450	422 22	1 500	10 40	15 76	587	565	96 7	1,180	Jephthah Hobbs.
Macomb, Ill.,	811	2	9	1 000	800	1 150	650	450	400 00	1 000	10 00	16 00	500	460	92	.....	M. Andrews.
Faribault, Wis.,	600	1	11	1 000	.....	.....	450	350	400 00	1 000	10 00	16 00	500	460	92	.....	W. R. Edwards.
Litchfield, Ill.,	1,037	1	11	.....	.....	.....	750	400	480 30	1 500	13 20	19 63	619	468	90 1	1,931	— Hedges.
Marshallton, Iowa,	880	1	11	700	.....	.....	600	380	461 00	1 400	9 80	15 60	1440	1321	91 1	.....	Chas. Robinson.
Galesburg, Ill.,	2,165	1	26	1 000	.....	.....	400	300	461 00	1 000	18 70	29 82	92	82	81	.....	J. B. Roberts.
Creston, Ill.,	145	1	2	1 500	.....	.....	500	400	453 00	1 000	13 25	22 33	465	420	92	2,395	P. R. Walker.
Dixon, Ill.,	695	1	10	1 500	.....	.....	500	400	453 00	1 000	13 25	22 33	465	420	92	.....	E. C. Smith.
Alton, Ill.,	1,421	3	18	800	600	700	750	350	413 00	1 800	11 50	15 82	965	883	92 6	.....	E. A. Haight.
Pana, Ill.,	568	1	8	700	.....	.....	600	350	450 00	1 400	12 10	24 00	401	369	90 5	979	J. H. Woodul.
Dubuque, Iowa,	2,723	6	57	1 600	600	1 366	600	350	380 00	no rep	11 51 1/2	14 57 1/2	2384	2206	95	.....	Thos. Hardie, Sec'y.
Normal, Ill.,	475	7	7	1 320	.....	.....	750	450	537 00	1 700	15 00	28 00	350	331	95 4	.....	Aaron Gove.
Lexington, Ill.,	427	1	6	900	.....	.....	640	405	444 00	.....	8 34	16 35	190	161	84 7	.....	Daniel J. Poor.
Forreston, Ill.,	206	1	4	900	.....	.....	400	300	350 00	.....	8 34	16 35	190	161	84 7	.....	T. J. Seymour.
Princeton, Ill.,	775	11	11	3 000	700	.....	450	360	388 65	1 500	10 73	14 70	538	515	95 7	775	C. P. Snow, 9 months
St. Louis, 1869-70,	26,113	40	447	3 000	700	.....	450	360	388 65	1 500	10 73	14 70	538	515	95 7	28,714	W. T. Harris.

Note.—This table will re-appear in our October No. revised and enlarged.

ILLINOIS NORMAL.

OFFICIAL REPORT OF THE ANNUAL MEETING OF THE NORMAL
ALUMNI ASSOCIATION.

JUNE 28th, 1871.

The Normal Alumni Association was called to order by its president, John Hull. The absence of the secretary, Miss E. M. Sprague, of Chicago, necessitated the appointment of an officer to fill that position. On motion Miss Ruthie Barker was appointed secretary, pro tem. The minutes were read, and upon the correction of the date—22d was substituted for 23d—were approved.

The following members of the association

PETER HARPER,	Class of 1860.
AARON GOVE,	" 1861.
Mrs. BALDWIN,	" 1863.
Mrs. COLVIN,	" 1864.
Mr. FULWILER,	" 1865.
Miss E. COTTON,	" 1867.
Miss L. KINGSLEY,	" 1868.
Mr. HAYS,	" 1869.
Miss M. WEED,	" 1870.

were appointed as a committee to nominate officers for the ensuing year. On motion of Wm. Smith the treasurer's report was deferred until after dinner. Mr. Charles Moore moved the class of 1871 be invited to meet with the Alumni. After some explanatory remarks by the president, respecting the omission of the customary invitation, Messrs. Moore, Manning and Crandel were appointed a committee to extend a cordial invitation from the Alumni to the class, to be present at both the business meetings and dinner. A motion to defer the president's address until evening, after much remark was lost. A motion for recess was also lost. Mr. Allensworth moved that, as the death of Miss Elma Valentine and Mr. John Edwards had deprived the Alumni of two of its most noble and valuable members, the association take occasion to make honorable mention of them in their records, and send an expresssion of their sympathy to the breaved friends. Mr. Allensworth, Lucia Kingsley and Annie Edwards were appointed to write the resolutions.

Mr. Harper, chairman of the committee on nominations, reported the following; for

President.—B. C. ALLENSWORTH.

Vice President.—Miss MARIAN WEED.

Secretary.—Miss MARY PENNELL.

Treasurer.—E. A. GASTMAN.

Executive Com.—The PRESIDENT, CHARLES CAPEN AND Miss ANNIE EDWARDS.

The report was accepted, and the secretary requested to cast the ballot for the association. On account of the unavoidable absence of the treasurer, E. A. Gastman, Wm. Smith was requested to act as treasurer pro tem.

Because of a misunderstanding on the part of the class secretaries re-

specting their duties, their report was not called for. Class secretaries of the ensuing year were appointed as follows:

Class of	1860,	J. HULL.
"	1861,	P. R. WALKER.
"	1862,	
"	1863,	Mrs. BALDWIN.
"	1864,	Mrs. COLVIN.
"	1865,	Prof. J. COOK.
"	1866,	Mrs. ELLIS.
"	1867,	Miss M. GORTON.
"	1868,	Miss ANNA GATES.
"	1869,	Mr. E. MOORE.
"	1870,	Miss LOU ALLEN.

After several motions in relation to the amount of tax to be levied upon the members of the Alumni, one was carried, requiring the payment of a tax of two dollars. The association adjourned to meet at 7½ p. m. in the Philadelphian hall. A sumptuous dinner was served to the Alumni and members of the faculty. After dinner toasts were presented by Mr. Burnham, each of which met with a hearty response. Two were of especial interest; one by Prof. E. C. Hewitt, on "Our Honored Dead," and the other, full of fun and wit, by Dr. Sewall.

At the business meeting the following resolutions were unanimously adopted:

Whereas, God, in His infinite wisdom, has deemed it well to call from our midst our beloved sister, Elma Valentine, and our beloved brother, John R. Edwards, therefore,

Resolved, That we, the members of the Illinois Normal Alumni Association, while humbly bowing to the will of the Divine Father, feel that we have to mourn the loss of tried friends and true, and that our association is saddened by the absence from its councils of earnest and honorable members.

Resolved, That our association tender to the friends of each its warmest sympathies for the absence of those who return no more.

B. C. ALLENSWORTH,	} Committee.
LUCIA KINGSLEY,	
ANNIE EDWARDS,	

The treasurer's report was read and accepted. The association adjourned to the great hall to listen to the literary exercises, consisting of

Instrumental Music,	Mrs. Moffitt.
President's Address,	John Hull.
Paper,	Miss Belle Moore.
	A Quartette.
Paper,	Mr. Harper.
	Male Quartette.

The music was conducted by Mr. Crandel.

The association adjourned until its next regular meeting.

RUTHIE BARKER,
Secretary pro tem.

JOHN HULL,
President.

NOTE.—Full reports from the Society editors may be expected in October issue.

BOOK TABLE.

A Condensed School History of the United States, by William Swinton, A. M. Published by IVISON, BLAKEMAN, TAYLOR & COMPANY. NEW YORK.

Another text-book is in this work added to the list of school-histories. This is evidently no inferior work. It has 300 pages in the body of the work with an appendix containing the Constitution of the United States with questions, and the Declaration of Independence. A noticeable feature is the omission of many proper names, a fact that indicates that the author appreciates the work of teaching grammar-school boys and girls. E. g., on p. 119, in speaking of the "Lexington skirmish," the pupil is told that a "English officer rode up to them, saying "disperse you rebels." Heretofore the class have been taught in this connection that it was Maj. Pitcairn who immortalized himself here, and the name of this not eminent officer "held" by the pupil. This feature (of cutting down the list of insignificant proper names,) can be seen extending through the entire work, and by the teacher who takes a class yearly over U. S. History, and holds the pupils accountable for the year's work, will be highly commended.

The affair at Lexington, heretofore dignified by the name "battle," the pupil is told was a "skirmish." Our recent war has taught us much about military terms, and although it may not be so flattering to our pride as to talk of battles, yet as it is the work of history to state unvarnished facts we deem "skirmish at Lexington" the correct phrase for a school history, though the "sounding brass" be not in it. The history of the "Causes of the Revolution" could not be better put, for class work. Much of the parzan spirit so universal in school-histories is not seen, but an evident intention to give colorless facts. In this respect this book excels, as we shall try to show before we conclude. On the 110p. the 7, 8 and 9 "¶'s" are admirably "put." Who that reads them does not know that the boy will at once grasp and *hold*. It has been said that the philosophy of history cannot be given as early in the pupil's life as the facts, but Mr. Swinton shows us here how the two may be so mingled as to be presentable. He has done in such work as this what many of us heretofore have had to do for ourselves. The "War of Secession" covers 47 pages. This is enough. The claims of the author to fairness are nowhere in the book more manifest to us than here. It must be quite impossible, we conceive, for any one to be perfectly fair in this part of the work and to have been a citizen of our country during the past decade. This is the nearest approach we have seen. In half a century more we may expect a correct history of the American Revolution for our schools, but for one of the War of Secession, scarce two centuries can be expected to accomplish such an end. Through the work before us the southern army is spoken of, as such, its members confederates, and the southern government called the Confederate Government. This will not please all northern men to-day; rebel army, rebels, and rebel government are the only terms that will suit, and yet the same word will not do for the same parties in the Revolution; they prefer *patriots*. We like the plain and uncolored history of the Secession as given. The difference between Rebellion and Revolution although great in fact, is slight in theory. There is no need of teaching and fostering hate in our schools. Upon the children only can we depend for the healing of scars made by our late war; adults cannot be expected to thoroughly forget and forgive, hence it is well to avoid harshness and unneeded epithets in speaking of the people of the south. Sectional text-books are a fearful curse to our land. The south has some in her schools; the north is not as free from them as may be supposed. We hail this history as one that can be studied by the boys of Massachusetts and South Carolina with equal pleasure.

Colonial history as presented here is the best we have ever seen. The coats of arms of the several States are presented with appropriate designs, and these cuts are of a character to impress the pupil. We cannot think as well of the rest of the publishers' work. We know but little of the faces of Columbus, Drake, Raleigh, Hudson, &c., but if those given in the book are as true likenesses as are those of Johnson, Grant and Lincoln, they should have been marked *dele* by the proof-reader. We are thankful that the faces of the eminent men of army and navy are not caricatured in this valuable little volume.

Again we complain of paper and ink, one or both. Theoretically our boys and girls have clean, but in warm weather not always dry hands. Moist fingers while handling this book will beautifully smutch the pages touched. Whether this be the fault of ink or paper, it is easily remedied in coming editions, and should be, for a book like that presented to us will look very dirty after a month's use in school.

As we look at this work, as a whole, our conclusion is that our next class in U. S. History will use it, and we expect that after such a test, and it is the only true one, *Swinton's History* will be our choice, for grammar-school classes. For adults we are not sure that it offers so many advantages, but it is hoped that adult classes in U. S. History will continue to grow beautifully less.

G.

The Life and Letters of Hugh Miller, by Peter Bayne, 2 vols., \$4.00. GOULD & LINCOLN, Boston, 1871.

We have received from the publishers a copy of this work, and have read it with great pleasure. Hugh Miller was born Oct. 10, 1802, in the village of Cromarty, in the north of Scotland. His father, who was a sea-faring man, died when the boy was quite young; but his loss was made up in part by the sterling qualities, and careful oversight, of two uncles. Miller was neither tractable in school, nor successful in his studies; his teachers regarded him, as an ungovernable boy and a dunce; but he was a great reader, and his strong memory held with tenacity what he read. Much of his time in boyhood was spent in rambling among the hills and valleys, on the sea-shore, and among the caves in the neighborhood of his native town.

He served a regular apprenticeship to the trade; and on attaining his majority began his work as an operative stone-mason. He followed this occupation until he was thirty-two years old; and the story of this period of his life is of great interest, as showing his manner of studying, his religious experiences, and some well-executed literary work. At thirty-two, he became an accountant in a bank in his native town, which post he held for five years. By this time, he had become well known as a terse and powerful writer, as well as a man of scientific attainments. The quarrel in the Church of Scotland was now in progress, which resulted in the disruption in 1843. In consequence of the quarrel, a paper was established in Edinburgh in 1839, called the *Witness*, and Mr. Miller was called to be its editor, a post which he filled with great honor to himself for sixteen years. Several of his books first appeared in its columns in a serial form—those books so well known for their admirable blending of poetry, literature, science, theology and shrewd observation of men and things. His last work, "The Testimony of the Rocks," was completed in 1856. His health had not been quite firm for a good many years, and his work, especially while writing this book, was immense. The result was an affection of the brain, which caused him to take his own life in a temporary fit of insanity, Dec. 23, 1856, almost immediately after correcting the last proofs of his book.

Hugh Miller was a remarkable man; without any advantages of early education, he made himself a name in the scientific world which causes him to be mentioned in connection with Buckland, Murchison, Agassiz and the other great lights of modern science; and he became a writer so excellent as to have few equals. He was always a writer from boyhood, and few men have left higher materials for a biographer than he. In this charming book, Peter Bayne, himself a writer of no mean reputation, has evidently performed his work *con amore*; and the story, as fascinating as a novel, abounds with the richest instruction to readers of every class. Like all thinking men, Miller passed through a period of scepticism; but, unlike many with whom the disease "strikes in" and becomes chronic, he passed through it, and came out a sound christian believer, who made the defence of faith the business of his riper years. Unlike many writers on science, he was a firm believer in the harmony of Science and Revelation, and his last, greatest work, the one that cost him his life, is a grand attempt to show that the story of the printed book is in strict harmony with the story recorded in the story book which he read with so much skill and such a keen delight. The picture of his friendships and of his domestic life is a charming one. Marrying at the mature age of thirty-five, his relations with his wife and children were those of the deepest and tenderest affection. We have read few more touching stories than that of his love for his first-born, and his grief for her early death. "This was the first and the last poignant domestic sorrow that

Miller experienced. He cut the little head-stone for his darling, and never again put chisel to stone."

The numerous extracts from his correspondence, not only show the man as nothing else would, but are weighty, and well worth attention for themselves. The selections are remarkably well made. There is very little adverse criticism to be made upon the book. It would seem to have been better, if a clear idea of the man could have been given with a somewhat less tedious account of the church quarrel, and of the disruption. And we are a little surprised to find Mr. Bayne speaking of Agassiz as a Frenchman.

The Elements of Physiology and Hygiene. By THOS. H. HUXLEY, L.L.D., F.R.S., and WM. JAY YOUMANS, M.D. D. APPLETON & CO., New York.

Prof. Huxley has done all he proposed to do, and more too, in giving us this charming text-book.

In his preface he says: "My object in writing it has been to set down in plain and concise language that, which any person who desires to become acquainted with the principles of Human Physiology may learn with a fair prospect of having but little to unlearn as our knowledge widens."

The author can be simple in his statements, yet not silly. He has demonstrated that to tell even important scientific truths it is not necessary to dilute a single statement of fact in an ocean of words. He treats us as students who are expected to understand plain, simple, yet strong English; and certainly this is not expecting too much.

To point out the excellent things in the book is to call special attention to every chapter and page.

Chapter II treats of the Structure and Functions of the Human Body, and gives one a clear, comprehensive idea of the subject treated of.

The diagrammatic sections of the body are calculated to give a very clear idea of the general structure of the human body. Such as are found on pp. 25, 30 and 96.

The 30 pages treating of the vascular system and the circulation, with the illustrations given, give a wonderfully clear idea of *how* and *why* the blood moves as it does.

The chapter on Respiration is equally good. The statement on p. 97: "The stationary air plays the part of a middle-man," with the explanation that follows, is of more real value than *all* that is said on the subject of Respiration by many of the authors of school physiologies.

Chapter VI treats of the "Properties of Food-Stuffs," and contains a world of valuable facts, arranged in a philosophical manner.

The chapter on "Sensations and the Sensory Organs" requires very careful study, though presented, perhaps, as clearly as the nature of the subject will admit.

The treatise on the "Nervous System and Innervation" tells us about all that is *known* of the subject.

On p. 255 we have a fine example of the author's concise style: "The object of intellectual education is to create such indissoluble association of our ideas of things in the order and relation in which they occur in nature; that of moral education is to unite, as fixedly, the ideas of evil deeds with those of pain and degradation, and of good actions with those of pleasure and nobleness."

Part Second is a most sensible treatise on Elementary Hygiene, and contains many most valuable practical suggestions.

The typographical execution of the work is all that could be asked for in a school book.

Anderson's Historical Reader. CLARK & MAYNARD, New York.

A work designed to inculcate a taste for historical reading, and give direction to it by furnishing selections from the best writers of ancient and modern times.

Selections are arranged with an eye to the order of events. Part first treats of American history, part second, of English, Scottish and French; and part third contains miscellaneous selections from ancient and modern history.

The work seems admirably adapted to effect the result for which it was designed. The compiler has seized upon the records of the most tragic and startling events in the world's history, written in a peculiarly vivid and fascinating manner. Such names as Everett, Irving, Prescott, Bancroft, Lossing, Webster, Chatham, Dickens, Froude,

Macaulay, Grote, Herodotus, Rollin, and a host of others almost equally famous, are liberally quoted, while the poets have not been forgotten. Shakspeare, Bryant, Campbell, Byron, and others give variety to an already pleasing book.

The compiler would have lost nothing in the estimation of fair thinking people had he presented both sides of the story of Mary, Queen of Scots. In cases where historians differ so radically as Froude and Lingard, both sides, or neither, seems the wiser policy.

Good selections in Prose and Poetry, for use in Schools and Academies, &c. Published by J. W. SCHERMERHORN & Co.

Quite a convenient little volume of 165 pages, composed chiefly of selections well adapted to public readings and exhibitions.

BOOKS RECEIVED.

Hudson's School Shakspeare; Boston, GINN BROTHERS.

Monroe's Fifth Reader. COWPERTHWAIT & Co.

Hadley's Lessons in Language. Chicago, HADLEY BROS.

Roscoe's Elementary Chemistry. New York, WM. WOOD & Co.

Systems of Public Inst. in Sweden and Norway. BUREAU OF EDUCATION, Washington, D. C.

The Religion of the Present and the Future: Sermons by President Woolsey. C. SCRIBNER & Co., New York.

European Art, Wonders of; one volume of the Illustrated Library of Wonders. C. SCRIBNER & Co., New York.

Elements of Natural Philosophy; and Easy Experiments; both by Prof. LeRoy C. Cooley. C. SCRIBNER & Co., New York.

Madame Therese; and the Blockade of Phalsbourg; both these charming books are by the twin-authors, M. M. Erckmann and Chatrain. C. SCRIBNER & Co., New York.

Public and Parlor Readings, Selections in Prose and Poetry, Vol. 1. Humorous; by Prof. Lewis B. Monroe. LEE & SHEPARD, Boston.

Outline of Sir William Hamilton's Philosophy; a text book for students. GOULD & LINCOLN, Boston.

Thoughts for Young Men; by Horace Mann. A. B. FULLER, Boston.

Merry's Museum for 1871, Vol. 1. A. B. FULLER, Boston.

Map and Guide to the City of New York. TAINTOR BROTHERS, 678 Broadway.

Barnes' Brief History of U. S. A. S. BARNES & Co., New York.

Further notice of some of the above works will be given in future numbers of the SCHOOLMASTER.

ADVERTISERS.

Ill. State Normal University,

Geo. & C. W. Sherwood,

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ADDENDA.—Too late for this issue we received a communication from Knox College. This institution is the first of which we have heard to adapt its course to that of our high-schools, as suggested at the Rockford meeting. We take great pleasure in noticing this fact. This measure will secure material increase in the number of college students.

THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

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THE EVIL AND THE REMEDY.

Whoever has had much acquaintance with schools, and has viewed them with the critic's eye, has found painful evidence of defect in government, mode of teaching, the character of instruction imparted, and in the general management. The teacher failed to impress himself upon his pupils, they received no culture *or* discipline from him. The school had no moral tone, was not an organism possessing life and force, was hardly an organization, but a mere agglomeration. Not one school in ten can be called good. Some of our cities and villages are justly proud of the educational advantages they furnish, but as a rule, the returns are distressingly meager for the amount expended. Once the fault was chargeable in part at least, to poor buildings and books, lack of apparatus and of ventilation, or to defective methods of teaching: no regard being paid to the condition of the pupil's mind, to the order and manner of development among the faculties. And teachers were not trained for their work, then. There were law schools and theological seminaries, and medical colleges, but no normal schools; would-be blacksmiths and shoemakers and carpenters and barbers must serve an apprenticeship of seven years, but almost anybody could keep school on short notice. But now many school-books are good, and most are *goodish*. Maps, charts, globes and works of reference are quite common, and normal schools are well patronized.

A part of our difficulty springs from the fact that we are on the passage from the old to the new, are in the act of getting upon a better basis, and so are in the confusion and clatter, the inexperience and blunders of a transitional period. Thoroughly dissatisfied with former ways, we are not quite certain what to take in their place. But, perhaps the most serious defects in the workings of our school system lie in the frequent change of teachers. They remain for three months, or six months, it may be nine, then go elsewhere and a successor is obtained, before they can really make a beginning by getting acquainted with pupils and parents.

Rotation in office is an American idea, and vastly popular, but it is a bad one

for all that. We are desperately fond of novelty, variety, change; some would even have an easy getting and giving of husbands and wives. Clergymen are hired and discharged annually, semi-annually or quarterly. Servants come and go oftener than the moon. But what a foolish and vicious business is all this! We select a competent lawyer and family physician, and keep them for life, if possible, and why not do the same with instructors for our youth:—engage them without time specified? Change of parents is not considered beneficial for children. If a new step-father, or step-mother entered the house twice or thrice a year, what would become of morals and manners. And it is almost as demoralizing to have a stranger in the teacher's desk, to have rules and methods often made and unmade, to go over and study this way and that way, to be told by one that this is so, and soon after, that this is not so. What but chaos can come of it? There must be an understanding between teacher and pupil, that can come only after long and intimate acquaintance.

But this evil is closely connected with another, which is also in no small part its cause. Permanent teachers cannot be had because so few persons take up teaching as a life-calling, because so many enter the profession as a mere make-shift. They do not know what else to do; they can get better wages for the time being, they must earn a living, and this is one of the honorable vocations. "The times are hard, I have a payment to make on my farm in the spring, so I'll take a school." "My wedding comes off in a year or so, I need an outfit; let me get it out of the district." Or "I promised at the Normal that I would teach two years, and so I must, though I shall be glad to have that obligation met." But the number who teach thirty years, is lamentably small, or twenty years, or even ten. And yet few are at their best, really fit to teach, until they have had the successes and the failures of at least ten or fifteen years of trying. Too many men, after the novelty of their work has worn off, and life in the school house has become an old story, after they have been over the various studies with several classes, and so have at length become familiar with the theory and art of their profession, find a distaste for it growing up, and go into insurance or law, or mercantile life. And young ladies in particular, who make up about three-fourths of the teaching class, and hence their misdoings are most disastrous, and who are divinely fitted above the other sex for the task of instructing the young, are even less to be depended upon. For, led by a desire which is natural, and so pardonable if not praiseworthy, they make the marriage altar the goal of life. And, once wedded, finding school duties incompatible with the demands of wifely and motherhood, the former are exchanged for the latter. They begin to teach when mere girls, inexperienced, immature; then stumble and experiment and learn how to do it for a few months or years, and just as in mind and heart,

they are rounding out into womanhood, and their services are becoming of real value to the community, say at the age of twenty-five, or more likely at twenty-three, their services cease; all which is well for them, and for society too in many other respects, but ruinous to the schools. It is doubtful if the average of teaching for ladies, is five, or even three years. Our country schools, especially in summer, and the lower departments in our city schools are sometimes placed in the hands of misses of fourteen or fifteen, or of lads older by some two years, and so untried as to be unfit for so great a task.

Few faults are so discouraging and alarming as these, and yet they are little noticed. A young and unpracticed surveyor or engineer or surgeon, or lawyer or clergyman, we employ with reluctance, not from choice; but in teaching, the excellence which comes only from maturity of years and long practice, is not demanded by public opinion. Then there is no call for instructors who have been thoroughly tested, and at present such teachers could not be found in large numbers if sought for. Certain it is, however, that not much advance can be made until this evil is corrected. But what can be done? While human nature remains as it is, the girls will wed, and having taken that step, will find their sphere of action at home. Unless indeed at the solicitation of Mrs. Livermore and Miss Susan B. they conclude to dispense with husbands, and maintain for life, the freedom of maidenhood, and run a hot race with men for success in all the professions. But if they must marry, as most likely they will, they must be persuaded to fix the date at the latest possible day, say at the age of thirty or thirty-five, compromising between public and private interests. Such attempts also failing, and they are not suggested with full faith in their efficacy, a third method of procedure remains.

It will be in order for school boards, and will be obligatory upon them, to discriminate carefully between those who are trained and those who are untrained, but especially between those who enter upon teaching as a chosen profession, and such as use it only as a stepping-stone to something better for themselves. Let the latter be made to feel that they are not wanted, and their attempt is regarded as disreputable, in the light of a swindle, and that he who carefully and conscientiously fits himself for the teacher's work, and then follows it with enthusiasm and success for years, ought to receive as a reward, the best position and the largest salary. While women teach a so much shorter period than men, their wages should be much less, and they should be kept in schools of inferior grade. It must be made for the interest of teachers to prepare for and to continue in their work. Let the salary be carefully and rigidly graduated according to the age, education and experience of the candidate. Let matured faculties and large knowledge of schools be honored, and called to the front, while crudeness and ignorance are assigned the back seat.

Pay to assured ability, a salary large enough to retain it. To the beginner, allow just wages enough for board and clothing, as apprentices get. If he only intends to teach a few months, the prospect will scare him off. After one year's successful work, double the salary, and increase it regularly so long as he improves, and keep him by all means so long as he fills his place with honor and success.

D. L. LEONARD.

LESSONS IN ASTRONOMICAL GEOGRAPHY.—III.

The surface of the earth is, in some places, very rough ; mountains rise to a great height, as it seems to us who walk among them, and they are often separated by wide and deep valleys. On this account it is often quite difficult to make pupils think of the earth as essentially a sphere, with all points of its surface equally distant from the center. To children who live on the prairies this difficulty is less troublesome than to those who live among hills and mountains. But the land nowhere presents exactly the surface of a sphere. This is true only of the surface of the large bodies of water ; hence, the surface of the ocean, or the *sea-level* as it is called, is taken as representing the true surface of the world, and all heights of the land are generally reckoned from the sea-level as a standard. But the inequalities of the land, even the greatest of them, much as they may impress us, are really very insignificant when compared with the whole mass of the earth. This may be readily shown.

The highest mountains may be taken as rising about five miles above the level of the sea. The distance from the surface to the center of the earth is about 4000 miles ; hence, the greatest of the mountains rise to a height that is only about 1-800th of the whole distance from the surface to the center of the earth. Now, think of the smoothest orange that you ever saw, and you will easily perceive that the roughnesses of the skin bear a much greater ratio to its radius than the highest mountains on the earth bear to its radius ; yet these roughnesses do not trouble us at all in thinking of the roundness of the orange. But, if a little animal not larger than the point of a needle, but endowed with our power of thought, were to have his home in one of the little creases of the orange peel, we can easily understand that it might be very difficult for him to conceive of the surface of the orange as the surface of a sphere. He would be like a man or a child living in a valley in the midst of high mountains. By some such illustrations the child can be made to see that the earth is essentially a sphere, notwithstanding the mountains on its surface.

But, when the pupil has fully mastered the idea of the sphericity of the

earth, he needs to be shown that this idea must be slightly modified. Explain the meaning of the word *spheroid*; its termination, *oid*, means *having the form of, or like*. Hence, a *spheroid* is a *body like a sphere*. If I had a ball of putty in my hand, I might press the opposite sides towards each other, and then my sphere would become a spheroid; or, taking the opposite sides in my fingers, I might draw them away from each other, and then my sphere would become a spheroid of another form. The first is called an *oblate spheroid*, and the last a *prolate spheroid*. *The earth is an OBLATE SPHEROID*,—the sides having the poles in their respective centers are nearer each other than any other sides of the body; therefore, *the axis is the shortest diameter of the earth*. There are several proofs that this is the shape of the earth. We will give four of them:

1. *A pendulum with the same length of rod beats faster as we approach the poles*. The attraction of the earth causes the pendulum to beat, and the greater the attraction the faster it will beat. Now, it is known that a body will be attracted by another more powerfully the nearer it approaches the center of the attracting body; that is, provided it continues to remain outside of it. Therefore, as it is found that a pendulum does beat faster as we go from the equator towards the poles, it must be that the attraction of the earth is greater. This shows that we are approaching the center of the earth, or that the surface towards the poles is nearer the center than the surface at the equator.

2. *A degree of latitude is found by actual measurement to be longer as we go towards the poles than it is in the neighborhood of the equator*. We have already seen that a degree which contains more miles than another must belong to the arc of a larger circle, (see SCHOOLMASTER for July, p. 188); hence, the surface is curved less, or is *flattened*, as we approach the poles. Dr. Lardner says that a degree of latitude 66° from the equator is about 4000 feet longer than one at the equator.

3. *Some of the other planets are seen to be oblate spheroids; and, by analogy, we may judge that the earth has the same form*. The large planets, Jupiter and Saturn, are so much flattened at their poles that it can be seen *very readily* when they are viewed through a telescope; the flattening of Jupiter amounts to about 1-13th of its diameter, and of Saturn to about 1-11th of the diameter, while in the earth the amount is only about 1-300th of its diameter.

4. *There is reason to believe that the earth was once in a fluid or semi-fluid state; in that case, a revolution on its axis must have given it the form of an oblate spheroid*. Such a revolution would of necessity give the particles a tendency to fly away from the center of motion, and those furthest from

the center would have this tendency in the greatest degree; hence the earth would swell, or bulge out, at the equator. Now, of two globes of different sizes, but making their revolutions in the same time, this tendency would be the greater in the larger body; and, of two globes of the same size, but making their revolutions in different times, the tendency would be the greater in that body making its revolution in the shortest time. It is a curious fact that Jupiter and Saturn, which are vastly larger than the earth, also revolve on their axes in much less time than the earth does. and their oblateness is found to be vastly greater than that of the earth.

The poles are about 13 miles nearer the centre of the earth than the surface at the equator; or, as we have seen, the flattening at each pole amounts to about 1-300th of the radius. The earth's average diameter is about 7912 miles; hence the equatorial diameter is 13 miles more, while the polar diameter is 13 miles less, than that number. It will be seen that the shape of the earth departs but *very little* from that of a sphere; and I think that nothing should be said about this matter at first. Let the first conception of the earth be that of a perfect sphere, as it is very nearly; and then modify the conception very slightly when the time for it comes. Illustrate the very small amount of the variation from a sphere in some way like the following: think of a globe 10 feet in diameter—measure off 10 feet upon the floor and let the pupil see how large a globe this would be—its radius will, of course, be 60 inches; and 1-300th of 60 inches amounts to 1-5th of an inch only! This is an amount altogether too small to be detected in a globe of the supposed size without rather careful measurement. I suppose most persons who have ever pictured in their minds the shape of the earth at all, have perhaps conceived of it as having the shape of a rather flat orange. The little wooden forms that are found in some of our schools, are very likely to mislead pupils; the oblate spheroid is so flat as to give a very erroneous conception of the shape of the earth; a pupil who should think of the earth as a perfect sphere would have a conception much more nearly correct. Much of our apparatus does more harm than good for a similar reason—there is a total disregard of true proportion; and some times it is unavoidable in any apparatus that we can construct.

In our next, we will speak of the motion of the earth around the sun, and some of its effects.

E. C. H.

NORMAL, Sept. 14, 1871.

“He gave it for his opinion that whoever could make two ears of corn or two blades of grass grow where only one grew before, would deserve better of his kind, and do more essential service to his country, than this whole race of politicians put together.”—JONATHAN SWIFT.

A GREYPORT LEGEND.

(1797.)

They ran through the streets of the seaport town,
 They peered from the decks of the ships where they lay.
 The cold sea-fog that came whitening down,
 Was never as cold or white as they.

“Ho, Starbuck and Pinckney and Tenterden !
 Run for your shallops, gather your men,
 Scatter your boats on the lower bay.”

Good cause for fear ! In the thick midday
 The hulk that lay by the rotting pier,
 Filled with the children in happy play,
 Parted its moorings and drifted clear,—

Drifted clear beyond reach or call,—
 Thirteen children there were in all,—
 All adrift in the lower bay !

Said a hard-faced skipper, “God help us all !
 She will not float till the turning tide !”
 Said his wife, “My darling will hear *my* call,
 Whether in sea or Heaven she bide.”

And she lifted a quavering voice and high,
 Wild and strange as a sea-bird’s cry,
 Till they shuddered and wondered at her side.

The fog drove down on each laboring crew,
 Veiled each from each and the sky and shore.
 There was not a sound but the breath they drew,
 And the lap of water and creak of oar;
 And they felt the breath of the downs, fresh blown
 O’er leagues of clover and cold gray stone,
 But not from the lips that had gone before.

They come no more. But they tell the tale
 That, when fogs are thick on the harbor reef,
 The mackerel fishers shorten sail,
 For the signal they know will bring relief,—
 For the voices of children, still at play
 In a phantom hulk that drifts away
 Through channels whose waters never fail.

It is but a foolish shipman’s tale,
 A theme for a poet’s idle page,
 But still when the mists of doubt prevail,
 And we lie becalmed by the shores of Age,
 We hear from the misty troubled shore
 The voice of the children gone before,
 Drawing the soul to its anchorage.—*Bret Harte.*
 (*Atlantic Monthly for Sept.*)

THE PUBLIC SCHOOLS OF NEW YORK CITY.

An officer of the New York schools recently gave me some facts respecting them and their system of government which interested me very much; I think they may interest the readers of the *SCHOOLMASTER*. The government of the schools is very peculiar; their chief control is in the hands of a Central Board. This Board consists of twelve members appointed by the Mayor; seven of them must be of the dominant political party, and five, of the party in the minority. This is the chief Executive Board, and makes all the By-laws by which the system is regulated. There is also a Board of twenty-one Inspectors appointed by the Mayor and confirmed by the Central Board. They hold office for three years, and audit all accounts made by the Trustees. There are five Trustees in each of the twenty-two wards of the city. They are elected by the people for five years, one being chosen each year. The Trustees in each ward employ the teachers; they are not allowed to appoint relatives as teachers; but manage to evade the regulation practically; they also contrive to draw their teachers from other wards by shrewd practices when they choose.

The chief Superintendent is aided by a first, and a second assistant, both in the Grammar and Primary departments; making five Superintendents in all. The power of the Superintendent over the teachers is very slight; he can neither appoint, nor dismiss them. If he finds them incompetent, almost the only power he can bring to bear against them is by the influence of his report:—the Trustees only have power to dismiss. The Superintendent may indeed annul a teacher's certificate, but this is subject to an appeal to the Central Board. Grossly incompetent, and even immoral, teachers sometimes retain their places for a long time despite all efforts of the Superintendent for their removal. The Principal in any department has control only of that department, although there may be others in the same building; there are sometimes three departments in the same house, but all independent. Principals only oversee; they do not teach at all. Each Principal receives and disburses the money for the salaries of subordinate teachers.

All the schools separate the sexes. In all the schools, all books and stationery are furnished the pupils without any cost to them. Pupils are always under the eye of a teacher from the time they enter the house till they leave it; the teachers take turns in overseeing them in the yards and playgrounds. The Principal of each grade examines the candidates in his own school and reports them for promotion to the Principal of the grade above; he, in turn, examines them again, and receives or rejects accordingly. Pupils

may go to school in any ward they may choose; they are rejected only by being found incompetent, or the house being too full to hold them.

The By-laws require the Bible to be read in all the schools, but without note or comment; all sectarian teaching is forbidden. Probably, the Bible is really read in about nine-tenths of the schools. The Principals of those schools in which it is not read report this By-law as violated, but no notice is taken of it. About three-fourths of the schools also repeat the Lord's Prayer; this is not required.

The whole system, it will be seen, is very complicated, it has undergone many changes in the last twenty years, and gives opportunity for many abuses which are supposed to be well understood in New York. Nevertheless, the results are good—far better than one could reasonably expect.

The following salaries are paid. The Superintendent receives \$4,750; the 1st Assistant-Superintendents, \$4,200: the 2d Assistant in Grammar department, \$3,800; 2d assistant in Primary department, \$3,600. The principals of male Grammar schools, all males, receive from \$2,250 to \$3,000; male assistants from \$1,000 to \$2,000. The principals of female Grammar schools, all females, receive from \$1,200 to \$1,700; principals of Primary schools from \$1,000 to \$1,500; female assistants from \$400 to \$800. Each principal makes affidavit to the number of pupils who have received instruction in his school during the year. The aggregate, as shown in this way, is more than 200,000. But, as many must be counted more than once, probably the real number of pupils belonging to the schools is about 150,000; there are rarely more than 100,000 present on any given day. The whole number of teachers is about 2,500.

READING OUT OF SCHOOL.

A few days ago, I was in one of our book stores when the New York Ledger came in, and was really astonished at the number brought to this place. Another day I took up a copy of the New York Weekly and read an article in it from a regular contributor, and was equally astonished at the character of said article. Then, putting these two circumstances together, I was led into a train of thought that brought this matter home to my own position as a teacher, and hence I wish to say a few words to my fellow-teachers.

Did you ever take any special pains to notice what a vast amount of such reading is placed in the hands of our youth? If not, just stand in your P. O. door or take a seat in a book store, on the day when the "Ledger" or the "Weekly" arrives and your eyes will be opened. Do you know, fellow-teacher,

what sort of stuff is thus furnished as mental food for those children whom you are daily instructing in your school-room? If not, just look over one copy of the above mentioned papers and you will learn what that is.

Is there not a responsibility, then, thrown upon us to use the influence which our position gives us, to counteract this deadly poison given out in such regular and powerful doses? Of what avail are our lessons in the school-room, on morals, when at home such trash as is found in these papers is served up to them around the family hearth? Of what use is it for us to endeavor to cultivate a taste for a pure and refined literature, if their home reading is such as is furnished by these weekly messengers? The "article" which I read was unchaste, ungrammatical, unrhetical and *un* every thing that is good and sensible, and no one can estimate the powerful influence which the daily and weekly newspapers wield.

We as teachers are accustomed to feel that there is no more powerful engine in the whole list of our social and political machinery, than the public-schools; but I am disposed to question this. Those winged messengers that fly daily and weekly from the great central points in our nation to the extremest parts of the land, and drop silently down into every household, and there, in the quiet of the evening, around the family lamp, talk to old and young, seem to me, to be a greater power than any other human agency now at work.

Though this matter of reading is one *outside* the school, yet its pernicious influence tells powerfully upon the pupils *inside* the school. We are often told by parents that their children are not able to endure the hard study required of them—that they are not strong, and the like—when the truth is, they are destroying their health by constantly reading the exciting stories of these detestable newspapers and Dime Novels.

Again, we sometimes notice a lack of interest in study, on the part of some of our pupils, and we are unable to rouse any interest, do what we may, and many times the cause may be found in the very same thing. It becomes with many as much a dissipation, and a habit as difficult to break off, as gambling or drunkenness. Let us as teachers watch this matter, and see if we cannot bring to bear a counteracting influence. From the teacher's desk flow scores of little streams, that water plants at as many family firesides. Let these streams bear on their bosoms, kindly suggestions, advice and warnings against this terrible habit. It is not always an easy task for a parent, to control the reading of his own child—and it is still more difficult for the teacher to guide his pupil aright in this matter. But I think it is something well deserving our careful and persistent effort. If you have never given this subject much attention, you would be greatly surprised at the wide-spread and

growing evils attending this habit. These evils cannot be over estimated. There are published in Christian America, papers whose effusion would have been hailed by the inhabitants of the "cities of the plain," as the utterances of spirits not uncongenial in those regions, and as coming from those thoroughly acclimated to that pestiferous atmosphere; and our youth gather round these moral slaughter-houses, eager to snuff the fumes of every new sacrifice. When I think of the work of evil which this corrupt literature is accomplishing in the minds of the children of America, I cannot find words to express my indignation at the authors, publishers and venders of this unwholesome stuff. Let us send from the school-rooms of our land an opposing wave that shall check and counteract this tide of corruption.

DIXON, ILL., Sept. 15th, 1861.

TEACHERS' INSTITUTES.

Since I attended the National Teachers' Association, and heard the great men and the wise men express their opinions touching the most important questions relating to educational matters, I feel in some sort called upon to express my opinion on the subject of Teachers' Institutes. I suppose that to treat any subject understandingly, we should be able to *define* the subject treated.

What is a Teachers' Institute? I do not know. I cannot define it. It is a very *indefinite* term, exceedingly flexible. If I say it is a collection of teachers and others, it would be true so far. More than this would not be safe to give as a definition.

We may have a collection of teachers spending from five to ten days doing *nothing*—that "profiteth," and this would be too true. And if I should say that the teachers of a county spent a week or two in giving and receiving most valuable instruction, preparing to do the work of the teacher better, more heartily and cheerfully, in making themselves—through labor and study—better men and women as well as better teachers, this definition too, would be true, and between these wide extremes there are many grades, sorts and kinds. Regarding them as they really are, as a whole, they are failures; they cost more than they come to.

Teachers who attend an Institute five days have invested from ten to fifty dollars each—for time is money—and ought, by the simplest law of compensation to receive ten to fifty dollars worth of instruction. How many of those who have attended Institutes can say "I have received full value for my investment?"

I have said that they cost more than they come to, and yet I would not, if it were in my power, prohibit or abolish them, because they aim to do good and in the poorest of them, I doubt not that an honest—though blind effort is made to bring about better results. The *plan* is a good one—the *execution* of the *plan* is in most cases bad.

Why is this so? Why are Institutes failures? And more, how can they be made successful, profitable; be made to pay? In answer to the first question, why are they failures, we answer that it is a most difficult task to conduct a Teachers' Institute profitably. And difficult as the task is, there is too often an utter want of plan or lack of execution.

The County Superintendent gives notice that a Teachers' Institute will be holden in the village of B. on the——day of———. Entertainment *free*. The latter statement is encouraging—for if the teachers receive no good at the Institute, they are sure of a week's board, and though the man intellectual and moral, may fail in receiving nutriment—the body physical, will be abundantly fed. So much the teacher is sure of—further than this, he is not quite sure of anything.

But suppose that the Superintendent realizes this difficulty and attempts to overcome it. Even if he carefully prepares a programme, still there are found other difficulties in the way. Those to whom parts have been assigned have prepared nothing but an—apology. But if the programme be carefully and wisely prepared, and those who are to give instruction are as well prepared, still the Institute may not be profitable. Teachers of different grades, and teachers of the same grade yet teaching different grades and classes, desire and require different kinds of instruction. A lesson on Mathematical Geography would not be profitable to primary teachers. In short, too much of the instruction given, profits or interests only a few of the teachers present.

We come now to the second and most important question: How can Teachers' Institutes be conducted so as to profit all, so as to pay all?

First. Employ some *one* good, thorough, wide-awake teacher to conduct the exercises; let him act as the principal. Let him select, with the advice of the County Superintendent, from the members of the Institute assistants, arrange a programme, and during a part of the time let the Institute be divided into sections for special instruction: in special subjects, let lessons be assigned and recitations made. Let the *principal* give instruction to all the members, on general subjects. Let each teacher expect to study, to seek as well as to be led. In short, make the Institute a school, where business is done in a business-like way.

Attempt only possible things: do what you attempt.

THE CONNECTICUT INDUSTRIAL SCHOOL FOR GIRLS.

As early as 1866 the attention of some of the philanthropic men and women of the state was turned to the unfortunate and neglected class of girls, growing up without opportunities for either intellectual or moral culture, and, in consequence, almost certain to become vicious and the occasion of the corruption of others. The influence of these friends of humanity, led to the appointment by the legislature of Messrs. F. R. Fessenden, D. C. Gilman, and J. P. Whitcomb, State Commissioners, to inquire into the expediency and desirableness of establishing a Reform or Industrial School for unfortunate, vagrant and vicious girls, and should they deem it necessary and desirable, to procure all needful statistics, to visit similar institutions in other States, and to report to the next General Assembly a suitable plan for the establishment of such a school in the State of Connecticut. To the Assembly of 1867 this Committee reported, that there were from 300 to 500 girls in the State, between the ages of eight and sixteen, who would be proper subjects for such an institution as was proposed. These girls were described as belonging to three classes:—1st. The simply unfortunate and neglected, many of whom were then in the poor-houses, or in other circumstances of poverty and desertion. 2nd. The truant and vagrant, the stubborn and unruly class, those who have never enjoyed the care and restraints of parental authority, or have broken away from them, and become unmanageable. 3d. Those who are in a legal sense, “vicious” and “criminal.” This report was favorably considered by the legislature, but definite action was not taken until after private subscriptions, to the amount of \$40,000, had been obtained; Miss Esther Pratt of Hartford and Mrs. A. R. Street of New Haven, heading the list, each giving \$5,000. The General Assembly of 1868 passed an act of incorporation, and voted \$10,000 on condition that the private subscription was made up to \$50,000. Provision for the current expenses was also made by the appropriation of a sum, not to exceed three dollars per week for each girl assigned to the schools. The Governor, Lieutenant Governor and Secretary of State are ex-officio, members of the Board of Directors; there are to be six or nine others. The Directors are to choose, annually, a Visiting Committee, consisting of twelve ladies. To secure the location of the school within her own limits, Middletown offered to give a tract of land containing 45 7-10 acres, with the buildings and other fixtures upon it. This offer was accepted, and steps were at once taken to erect two suitable houses, each to accommodate 35 girls. Rev. J. H. Bradford was elected Superintendent, and the school was opened on the first of January, 1870. There are now 59 girls in the institutions. The whole number received

since the opening is 70. Eleven have been discharged, some for residence in families, one as an unfit subject, one for sickness, etc. The family plan is adopted. Each girl has a room by herself. Each family has a Matron, Assistant Matron and a House-Keeper. The girls do all the domestic work under the supervision of the officers; make and repair their clothes; wash and iron and attend school three hours a day. The manufacture of paper boxes is also carried on to a considerable extent. The school is rapidly filling up, and it seems probable that, before another season, there will be a demand for one or more additional houses. The improvement in most of the girls is so marked as to awaken confident hope that the discipline, and educational influence of the school will save them from a vicious life and cause them to become good members of society.—*New England Homestead*, Aug. 26.

PUBLIC SCHOOLS vs. BOARDING SCHOOLS.

The law that established public grammar and high schools in Massachusetts was one of the best ever enacted. These schools enable us to educate our children mainly at home, and that is the perfection of education where the family and school influences are combined; where brothers and sisters can attend together, the brothers protecting the sisters and the sisters gently admonishing the brothers; where parents and teachers can consult together with reference to the interests of the children and pupils, and where the community generally feel an interest in the school, and sympathy with the scholars. We only wish our high schools were a little higher, that the course of study were more extended, so that our children might be induced to remain in them for a longer period, and might graduate seniors instead of sophomores, as they are inclined now to do. This defect in our high schools is, however, not chargeable to the teachers. They doubtless would desire the standard of education to be elevated. The quality and quantity of teaching are very much like commercial commodities, according to the demand. When the public call for a more thorough course, our high schools will furnish it, and it will be a blessed day when our lads and lasses will not have to be sent to a boarding school to finish their education.

The notion is quite prevalent that it is a good thing for children, to go away from home while acquiring their education, so that they may see the world and learn how other folks live. There is doubtless much to be learned in seeing the world, and we would, by no means, depreciate the enlargement of mind which comes by travel; but the natural place for children is

home, and their best society, that of their parents and brothers and sisters. The teacher of a boarding-school has the double office of teacher and parent, and however well he may fill the former, it is impossible for him to fill the latter to the perfection which the parent can, and often does, attain. The child almost knows instinctively that the love of a parent is disinterested, that his advice is without any selfish motive, and that his command must be obeyed; he therefore trusts his parent with a confidence, and obeys him with a good will which he is not ready to yield to a stranger. It is the duty, therefore, of parents to keep their sons and daughters together and at home till their minds are well disciplined by study, their principles well established, and their habits formed, and then they can safely see the world and profit by the lessons it teaches. The high school enables us thus to do. The young men and young women graduating from our high schools find the same incentive to action in society that they found in the school, and do not leave behind them the forces which thus far have impelled them. There is no such violent change as must occur when one graduates from a school exclusively devoted to one sex.—*Scribner's Monthly*.

EDITOR'S DEPARTMENT.

THE SCHOOLMASTER has received the following communication from one of the "machine-made pedagogues" of southern Illinois. We are glad to give it to our readers; it is the continuation of previous remarks in this journal. It seems odd to see men who have so much general information, use so little common sense, as do some editors in writing of schools. Every sentence betrays their ignorance. It is noticeable that it is a certain class of the press that hunt for opportunities to abuse school teachers—a class from whom compliments would be a disgrace:

Says a journalistic believer in government omnipotence :

"The great besetting sin of our public schools is mechanism—routine. It is this undue importance attributed to forms and processes, to the *outside*, far more than any lack of verbal instruction in the elements of morality, that prevents our schools from being what they ought to be, schools of character."

And yet the very men who recognize, who cannot possibly avoid, the fact that our system of public schooling is degenerating into mere mechanism, favor the proposition of some machine-made pedagogues to introduce more machinery in the shape of government coercion. Legislation! legislation! legislation! is the cry of the machine-made pedagogues, who, compelled to witness their own constant failures, seek to ascribe the cause to the lack of enough statutory law, rather than to their own lamentable lack of knowledge and capacity. Only yesterday, a convocation of machine "educators" took place in this city, to bring forth some new school law for the general assembly to enact. Some of the machinery is out of order, won't work; needs some more legislative tinkering. Who more capable of tinkering the schooling machine than the schoolmasters who are the products of the machine, and whose function is to turn the cranks and set the wheels to revolving. As the man at the wheel is most likely to discover a screw

loose, so the machine pedagogues, who so miserably fail as educators, are very useful to tell legislators when and how the machine needs tinkering.—*Chicago Times*.

Isn't it remarkable how ignorant these teachers are? How are they presumed to have an idea about school laws? Just think of it—Bateman, the grand mogul of the school tinkers, together with Wells, Pickard, Parker, Smith, and several others, have had the audacity to meet in Chicago for the purpose of consultation, the object being to offer some suggestions to the legislature on the proposed school law. It seems they neglected to ask permission of the *Times*. But what business have these "tinkers" to make suggestions? It is true that Bateman has spent his life in the schools of Illinois, and taught the very first public school ever organized in the state. But that, certainly, does not give him a right to say anything. He ought carefully to keep his mouth shut, and allow some young swell-head who parts his hair in the middle, carries a very small cane, and writes for the *Times*, to tell the legislature what would benefit popular education in this country.

It is generally supposed that a man who runs an engine or other piece of machinery is better prepared to suggest improvements than one who has never seen it; but nobody but a "machine pedagogue" would be foolish enough to think of applying the same principle in the solution of educational problems. Wells is reputed to be one of the best county superintendents in the state. A "machine pedagogue" would naturally fall into the mistake of supposing that he would be something near an authority on the wants of the country schools, and that a few members of the legislature, or even a writer for the *Times* might receive suggestions from such a man that would be worthy of consideration. What lamentable lack of knowledge and capacity." Poor fools! Stand still and learn wisdom of the *Times*.

The recent death of Charles Scribner of New York City, occurred at Lucerne, Switzerland. Mr. Scribner was of the well known book firm of Charles Scribner & Co., and also of the importing house of Scribner, Welford & Co.

Educated at Princeton College, entering the practice of law in early life, but abandoning it on account of ill health, he commenced the book business in 1846. From that time to the present the houses with which he has been connected, have risen in ability and business till they stand among the first. His school-books have made the name of the firm a household word: Guyot's Geographies, Felter's Arithmetics, Cooley's Physics, &c., &c. are well known among pedagogues. Scribner's Monthly is also published by this firm. Its success as a popular monthly is abundant proof of the ability of the managers.

Mr. Scribner died of typhoid fever, although he had been ill for several years and was on a continental tour for his health. His age was about fifty years.

We hold in our hand a daily paper which makes loud pretensions to being the best in Chicago. In this number of this most excellent *news-paper*, more than one-twelfth of all the space excepting that devoted to advertisements, is used in giving an account of a game of base-ball. Here is a spe-

cimen of the language of this very interesting article: "M— opened play with a hot liner to left for one base. W— went out on a fly to M—. T— came next, and sent a safe high one into the right field, on which he took a base, &c." Every daily paper almost, is filled with column after column of similar slang. Is it not time that something was done to abate this intolerable nuisance? What news-paper will give us an issue with its columns unpoluted in this way? Time was, not long ago, when good men looked upon base-ball with some favor, as likely to do something to promote physical training. What does it promote at present, but idleness, slang, and gambling of the worst kind? It is notorious that betting accompanies every game; and probably this fact alone gives the long, turgid accounts of these performances their interest—interest to the brotherhood of black-legs, and to no one else. The only other thing that seems to give any interest, is the personal injury the players often receive. The delectable article we have noticed goes on to say: "H— deserves praise for the pluck he exhibited during the game. While the fifth inning was being played, a sharp foul tip from M—'s bat, took him in the right eye, and closed it without ceremony. The skin covering the cheek-bone was also cut open. He continued to play, however, &c." Bah!

Horace Greeley has lately written a letter to the editor of the *Golden Age*, Theodore Tilton, in which he defines his position on a somewhat prominent question of the day, with sufficient clearness:

Though I have written or dictated very little of what has, during the last ten years, been printed as editorial in the *Tribune* on this subject, it is nevertheless true that my conception of the nature and scope of the marriage relation renders my conversion to woman suffrage a moral impossibility.

I have but two left of seven children, and these are both daughters. I would gladly fit them for lives of usefulness and honor, as beloved and loving wives of virtuous, upright, noble men, and mothers, if it shall please God, of good, healthy, happy children. If it be decreed that they are to be, not such women as those I have most admired and revered, but men with a female physique—powerful in ward causes and nominating conventions, vehement in senate and on the stump, and effective before juries in the trial of actions for *crim. con.*—I pray that my career on this globe shall close before theirs is fairly begun. When and where they shall thus shine, it will not be pleasant for me to stay.

Mr. Editor, I believe our countrymen are indebted to you for having discovered (perhaps I should say invented) me a possible (though most improbable) candidate for the Presidency. Allow me, then, to thank you for your early and frank demonstration, that I can in no contingency be counted on or hoped for as a Women Suffrage candidate. As you forcibly and justly say, there is not even a remote possibility of my ultimately adapting myself to this end. My difference with your crowd is too vital, too radical, to permit the most sanguine dreamer to hope for my conversion. I am growing old; my opinions are tolerably firm; and the Advanced Female of the Laura Fair type, who kills the paramour of whom she claims to be the rightful affinity, and gives the lie in open court to the wife she has doubly widowed, is my pet aversion.

There, Horace, that will do; we had a good many things scored up against you, but we wipe them all out now, and begin new.

The National Association met in St. Louis according to announcement. For an uncomfortable city in August give us "St. Louis, the future great city of the Western continent."

The meeting was pleasant, everything was done by the citizens to make the guests as comfortable as possible.

The Governor of the State however in his address of welcome did not impress us with the idea that he was the great coming democratic candidate for the White-House. Among other recommendations from him, that of introducing the study of the "penal code," will hardly be adopted immediately in our schools.

The circle of talkers at the convention was much too small to please one who was anxious to learn. Many eminent men and women attended every session, and sat quietly in the audience during discussions, from whom a few words would have been gratefully received. This fact was well illustrated when Mr. Shortridge, chairman of Elementary section, called up for a ten-minute speech, Miss Lathrop of Cincinnati. The lady evidently did not expect the invitation, but no ten or twenty minutes talk to which we listened, was so full of truth and wisdom as the one she gave.

One could not but wish that more of such might be, and that the few who seemed to believe it their duty to talk each half day speak less often. All the papers will be printed and will make a valuable addition to pedagogical bibliography, a volume not mentioned in Prof. Davidson's paper.

It is understood that the next meeting will be held in Boston. Gov. Gratz Brown is not expected to be present.

Gov. Gratz Brown in his address to the National Teachers' Association, at St. Louis, told them very plainly that a mere education of the intellect will never save this Republic. Such knowledge is power to its possessor, no doubt, but he may make it power for evil or for good as he chooses. We are glad Gov. Brown said what he did; it is a truth that, without moral training to go with it, intellectual culture can never be trusted for any good results; and teachers and parents need to have this truth thrust in their faces, however unpleasant it may be.

One of the Chicago dailies came out, on the 25th of August, with more than a column of editorial on this subject, in which it spoke with more sense than we have usually found astute Chicago editors exhibiting when writing upon educational topics. But, why could not the editor have penned his really sensible words, without the sneering tone respecting the teachers? And why, when he had taken to task school, family, and pulpit, for the laxness that prevails in morals, did he forget to include the newspaper? The press claims, and justly, to be one of the greatest educators, if not the greatest. Is its influence always in favor of sound morality? Have its editors and managers no knowledge of "ways that are dark, and tricks that are vain?"

The School Board of Chicago have recently voted to pay two women who are Principals of Grammar schools, the same salary that men receive in like situations. This is, doubtless, right; the amount and kind of work done, and not the sex of the doer, should determine the compensation for the same.

Every teacher who has a spark of professional spirit will commence and continue to collect a library of books relating to his work. We shall be glad

to aid all such to the extent of our ability. We call the attention of teachers to our very liberal premium list. We believe that almost any one who desires to obtain any of the excellent books or periodicals mentioned there can do so, at a very slight outlay of pains and labor. We honestly think the *SCHOOL-MASTER* is as good as any journal of its class; we mean to make it still better than it is now. Its price is very low irrespective of any premiums; and it seems to us that any wide-awake teacher who will urge it upon the attention of his fellow-teachers, may secure subscribers enough to make him owner of any of our premium books without any outlay of money. In this way, he will benefit the teachers whom he induces to subscribe as well as himself; to say nothing of the aid and encouragement that he will afford the "*SCHOOL-MASTER*."

We will also engage to send to any teacher any book in the hands of booksellers, at a cost, including postage, not greater than the regular retail price of the book. We ask teachers to give this matter their consideration, and to act accordingly.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—Schools opened Sept. 4, with increased numbers. Teachers seem to be more vigorous than ever, and to show determination to make this year a more progressive one, if possible, than last. Some, overpowered by the loneliness of their lives have taken to themselves companions for life; some have finished their life-work and gone to their eternal home. Dr. John Macalister, for more than two years a member of the Board of Education and Vice-President of that body, died recently, in memory of whom the Board passed the following:

"Whereas, On the 23d day of August, 1871, our excellent and beloved brother, Dr. John Macalister, in obedience to the immutable laws of nature departed this life; and

Whereas, We lament the loss of a worthy, industrious, high-minded, and honorable member of this Board;

Resolved, That we tender to the bereaved and afflicted widow and child of our deceased brother our heartfelt sympathy and condolence."

Mr. James Goggin, a liberal-minded gentleman and friend of education, was chosen to fill the vacancy caused by the death of Dr. Macalister.

The following teachers were appointed to fill the vacancies in the High School:

Miss Grace C. Bibb, Teacher of Latin; Mr. Marc Delafontaine, Teacher of Natural Sciences; Mr. Gustav Demars, Teacher of French. Miss Sarah L. Graves, General Assistant.

Misses Agnes A. Gillis and Anna Byrne were elected teachers of High School classes (composed of pupils who have just entered the High School.)

Miss Mary F. Luccock of the Skinner School was elected head assistant of the Scammon School, in place of Miss Henrietta G. Hubbard, resigned.

The new Washington School building being occupied, the old has been made an independent primary, of which Mrs. Laura D. Ayres was chosen principal.

Miss Mary Starr was elected as a teacher of drawing.

IOWA.—The Teachers' Institute of Potawatamie county, will convene in Council Bluffs, on Monday morning, Nov. 6, at 9 o'clock.

Teachers are expected to be on hand promptly at the opening. G. L. JACOBS.

The fall term of the State University opened on the 14th of September. This institution is modeled after the best universities in the land. So far, though young, it has met with success and is regarded by the people of Iowa with pride.

The students now number 447: 46 in law, 37 in medicine, 23 in normal depart-

ment, 342 in academical department. Thirty professors and teachers are connected with the university. No fee for tuition or incidental expenses is charged to students in the normal department. It prepares teachers for their work in a year (?)

If the relations between the University and public high-schools of the State are made such that high-school pupils can study, with a free course in the University in view, and Principals and Professors harmoniously join in the work, then Iowa University will indeed be the pride of Iowa and of the north-west.

The State Teachers' Association met at Council Bluffs on Aug. 31, and continued its meeting three days. Through the kindness of Mr. J. F. C. Grow, we are enabled to present the following sketch: The Association was called to order by President S. J. Buck, of Poweshiek county. Spencer Smith, Esq., gave the welcoming address. During his remarks he took occasion to condemn severely a large portion of the present so-called colleges and academies, claiming that many of them are conducted by impractical men, men who failed in other undertakings because they were not practical.

Prof. S. N. Fellows, of the State University, responded in behalf of the members of the Association, taking care to reply to that portion of Mr. Smith's address which related to colleges. The address of S. J. Buck, the Pres., was mainly prepared to answer the objections urged against colleges; it was referred to a committee.

The second day, Miss Helena Hewitt, of Council Bluffs, conducted a class-exercise in reading by word-method.

Miss S. V. Grave, of Iowa City, read a discourse on "Oral Instruction in Grammar."

Mr. J. W. Aikers lead in a discussion on "Reports as a basis of comparison of work." After remarks by several, among whom was Mr. J. H. Rolfe, the subject was referred to a committee.

Miss P. W. Sadlow spoke on "Grammar-school work."

In the afternoon of the second day, the Association resolved to publish the papers that had been prepared and read before them, in the *Iowa School Journal*.

Miss F. H. Churchill, of Englewood, Ill., made a spirited address on "vocal culture."

Supt. D. W. Lewis, of Washington, read a paper on "course of study and requirements for admission into high-schools."

Supt. S. Rodgers, of Sioux City, delivered an address on "Discipline and Instruction."

Supt. A. J. Abbott, of Glenwood, spoke on "Inducement for Graduation."

Supt. F. M. Witter, of Muscatine, delivered an address on the "Position of the High-school in our educational system."

In the evening Rev. Wm. M. Brooks, Pres. of Tabor College, read a paper on "Moral Influence in Colleges."

Prof. John Avery, of Iowa College, Grinnell, read a paper on "Lack of Scientific Method in Classical Instruction."

Prof. L. F. Parker, of the State University, read a paper on "The modern Greek and the modern Greeks."

At the forenoon session of the third day, a report on the condition of the schools of the State was given by Hon. A. S. Kissell, State Superintendent. He spoke especially of the influence of good primary schools; regretted the treatment that Co. Supt's. receive from politicians, and compared the influence of that office in Iowa with that in Missouri. Iowa has forty-three High-schools. Greek has been added to their studies. After the address, Mr. Piper reported that Iowa Falls had offered \$75,000 for a Normal school.

Prof. Fellows made a report for the Normal-school committee.

Miss Emma Quintrell, of Sioux City, gave a class-exercise, a lesson on Form, illustrated by objects and on board.

In the afternoon of the third day, Mr. John Kennedy, of Delaware county, was invited to read a paper on "The Demand and Supply of Teachers."

Mr. Piper read a poem by J. L. McCreery, of Dubuque, which was enthusiastically received.

Hon. D. C. Bloomer, of Council Bluffs, addressed the Association on "The Vocation of the Teacher."

Committee on Resolutions reported thanks to railways, citizens of Council Bluffs, hotels, school board, press, officers, executive and local committees, city of Council

Bluffs; recommended the establishment of evening schools, and the reference of the subject of a history of education in Iowa to a new committee; recognized the energy and zeal of State Supt., and the power of the press.

S. N. Fellows was elected President; A. Armstrong, Secretary.

E. Crosby, F. S. Rogers, A. J. Abbott, C. S. Harwood, and Miss Emma Snell, Executive Committee.

Mr. Thatcher, President of the State University, gave an address on the condition and prospects of that institution, after which the following resolution, introduced by Mr. Piper, was adopted:

Resolved, That we have renewed confidence in our State University as an educating power, and that we should expect of its faculty and board of regents such an institution as will rejoice the heart of every enlightened citizen, and shall place the name of the State, educationally, where it has long stood as a defender of the life of the republic.

Mr. Fellows, President elect, accepted his position in a few remarks.

Mr. Kissell said his farewell as State Supt. of Public Instruction, and introduced his prospective successor, Alonzo Abernethy, of Crawford county. Mr. Abernethy made a short speech. After pleasant remarks from several other members, the Association adjourned on motion of Mr. Piper. The evening closed with a party at the Ogden House.

INDIANA. Prof. G. W. Hoss leaves the State University to take the Presidency of Kansas Normal School at Emporia; the Professorship which he held at Bloomington is abolished.

William A. Jones, Principal of Normal School at Terre Haute, is in quite poor health. He has recently lost his oldest child, a young lady of about sixteen; his many friends in Illinois will deeply sympathize with him in this great affliction.

Indianapolis.—The schools at Indianapolis resumed their work on Monday, Sept. 4th. The system in this city is a little peculiar. Mr. W. J. Button is Principal of all the schools in the north half of the city; and Mr. Hanley is Principal of all those in the south half. Each building is under the immediate management of a lady, who has the title of First Assistant. The Primary schools are divided in a similar way, and are under the supervision of Misses Cropsey and Davis. This system works well, and the schools are very efficient. The city employs over 100 teachers; all under the general superintendency of A. C. Shortridge, Esq., who has filled this office with great acceptance for the last eight years.

W. A. Bell, Esq., County Examiner, held a very successful institute of one week, closing Sept. 1st. Over 100 teachers were in attendance. Professors G. B. Loomis and A. G. Alcott of Indianapolis gave instruction, aided by N. A. Calkins of New York and E. C. Hewett of Illinois. Prof. Bell takes the sole management and control of the *Indiana School Journal*. He has also just entered the bonds matrimonial. Success to him in both enterprises.

NEBRASKA.—The State Teachers' Association met in August, too late for our notice in September. The SCHOOLMASTER was kindly remembered, as will be seen by the following letter:

MY DEAR GOVE.—I have just been at the Nebraska State Meeting, which was at Lincoln, on the 15th, 16th and 17th inst. The meeting was not very large, and yet considering the size of the State, must be considered a success.

State Supt. J. M. McKenzie read two valuable papers, and also presented plan for a fall campaign of Institutes.

Chancellor Benton, of the State University, delivered an address showing the organization of the University. But the strong paper of the Association was one read by Rev. Mr. Foster, of Plattsburgh, on "Moral Education." It abounded in thought and power. He gave examples of "Moral Mathematics," like the following: If two cigars a day will diminish a man's brain power 3-1000000 part, and five cigars a day will diminish the same 7-1000000 part in a week, how long will it take a young man, when using three cigars a day, to become either a lunatic or an idiot?

Ex-Supt. Beals was present and showed a warm interest in education. Many questions of practical importance were under discussion looking to the future interests of education in that State. Prof. Clark Braden, formerly of Carbondale, Ill., was present and was a member of the committee on resolutions.

The Association *resolved* in favor of compulsory education, but thought it should

only be used as a "*dernier resort*." They also voted to adopt the State agricultural paper as their organ, and thus to carry on both branches of education in harmony. They are to fill six columns of that journal, monthly. If they carry out their plan, it will send educational intelligence just where it is most needed, though this was no point of the design of the Association.

THINE, SENEX.

ILLINOIS—REVISION OF THE SCHOOL LAWS OF ILLINOIS.—The committee upon revision of the school laws of the State, appointed at the Rockford meeting of the School Principals' Society, met in Chicago, on Tuesday, August 29th, the following named members being present :

E. C. Smith, Dixon, Chairman; E. L. Wells, Oregon, Secretary; C. J. Parker, Joliet; J. L. Pickard and B. R. Cutter, Chicago. Hon. Newton Bateman, by invitation, was present and in conference with the committee.

Senate Bill, No. 37.—A Substitute for a Bill for an Act to Establish and Maintain a System of Free Schools, was very fully discussed, and the committee is prepared to present its views in detail upon this bill, if occasion requires, but after such a full consultation the committee recommend no changes in the present law except such as are made necessary by the new constitution.

As Section 80 is the principal feature of this bill, made necessary by the new constitution, the said section is here given in full as amended and recommended by the committee.

SECTION 80. Incorporated cities shall be and remain part of the township in which they are situated, unless otherwise provided by law. In such incorporated cities as have charge and control of the free schools by any special or general act now in force the corporate authorities shall have power, when requested by the Board of Education :

**First—To erect, hire or purchase buildings suitable for school houses, and keep the same in repair.*

Second—To buy or lease sites for school houses, with the necessary grounds.

Third—To furnish schools with the necessary fixtures, furniture and apparatus.

Fourth—To maintain, support and establish schools, and supply the inadequacy of the school funds for the salaries of school teachers, from school taxes.

Fifth—To issue bonds for the purpose of building, furnishing and repairing school houses, for purchasing sites for the same, and to provide for the payment of said bonds; to borrow money for school purposes upon the credit of the city, and generally to have and possess all the rights, powers and authority required for the proper management of schools, with power to enact such ordinances as may be necessary or deemed expedient for such purposes.

It shall be the duty of the City Council, in every city having charge and control of free schools, to establish a Board of Education to consist of not less than three persons, to be residents of the city, nor more than one member from each ward of the city, to be elected by the people except in cities containing more than one hundred thousand inhabitants, where the common council shall have power to appoint the members of the Board of Education.

When such board shall be established, schools shall be governed as hereinafter stated, and no power given to the board shall be exercised by the city council. The Board of Education, when established, shall have the entire superintendence and control of the schools, and it shall be their duty to examine all persons offering themselves as candidates for teachers, and when found well qualified, to give them certificates thereof gratuitously; to visit all the public schools as often as once a month, to inquire into the progress of scholars, and the government of the schools; to prescribe the method and course of discipline and instruction in the respective schools, and to see that they are maintained and pursued in the proper manner; to prescribe what studies shall be taught, what books and apparatus shall be used. They shall have power to expel any pupil who may be guilty of gross disobedience or misconduct, and to dismiss and remove any teacher, whenever in their opinion he or she is not qualified to teach, or whenever from any cause the interests of the schools may, in their opinion, require such removal or dismissal. They shall have power to apportion the scholars to the several schools. It shall be the duty of the

*The original bill is printed in Italics; amendments in Roman.

Board of Education to establish all such by-laws, rules and regulations for the government, and for the establishment and maintenance of a proper and uniform system of discipline in the several schools as may, in their opinion, be necessary. They shall determine, from time to time, how many and what class of teachers may be employed in each of the public schools, and employ such teachers and fix their compensation. It shall be the duty of said Board to take charge of the school houses, furniture, ground, and other property belonging to the school districts, and see that the same are kept in good condition, and not suffered to be unnecessarily injured or deteriorated, and also to provide fuel, and such other necessities for the schools, as in their opinion may be required in the school-houses or other property belonging to said districts, and to lay off and divide the city into school districts, and from time to time alter the same and create new districts, as circumstances may require. The said Board shall appoint, from their own number, a President, and shall elect a Secretary, and provide themselves with a well bound book, at the expense of the school tax fund, in which shall be kept a faithful record of all their proceedings.

The Board of Education shall have power to elect a Superintendent, and Assistant Superintendent when deemed necessary, and to fix the compensation for such officers. *The yeas and nays shall be taken, and entered on the records of the proceedings of the Board, upon all questions involving the expenditure of money. None of the powers herein conferred upon the Board of Education, shall be exercised by them except at a regular or special meeting of the Board. It shall be the duty of the Board to report to the City Council, from time to time, any suggestions that they may deem expedient or requisite, in relation to the schools and the school fund, or the management thereof, and generally to recommend the establishing of such schools and districts, the purchase, sale, or leasing of school sites, the erection of school buildings, the purchase of apparatus and school furniture, and the making of such alterations and improvements as they may deem beneficial and expedient. The Board of Education shall annually prepare and publish a report of the number of pupils instructed in the year preceding, the several branches of education pursued by them, the number of persons between the ages of eight and twenty-one unable to read and write, and the receipts and expenditures of each school, specifying the source of such receipts and the objects of such expenditures. They shall also communicate to the City Council, from time to time, all such information within their possession as may be required.*

All conveyances of real estate shall be made to the city, in trust for the use of schools, and no real estate or interest therein, used for school purposes or held in trust for schools, shall be made, except by the City Council, upon the written request of such Board of Education. All moneys raised by taxation for school purposes or received from the State common school fund, or from any other source, for school purposes, shall be held by the city treasurer as a special fund for school purposes, subject to the order of the Board of Education, upon warrants to be countersigned by the mayor and city clerk, or comptroller; but said Board of Education shall not add to the expenditures for school purposes anything over and above the amount that shall be received from the State common school fund, and the amount annually appropriated for such purposes.

Any person, whether male or female, having resided in such city more than two years next preceding his or her appointment, shall be eligible to office, as a member of Board of Education. Nothing herein shall be so construed as to authorize any Board of Education to levy or collect taxes, or to require the City Council to levy and collect any tax upon the demand or under the direction of such Board of Education.

The members of the Board of Education shall be divided into classes in such a manner as to provide for an annual change of not less than one-fourth, nor more than one-third of the whole number of members; and the members elected or appointed under the provisions of this act shall, within one month after such election or appointment, determine by lot the classes to which each member shall severally belong.

E. L. WELLS,
Secretary of Committee.

Cook County Normal School.—The catalogue of this institution for 1871 shows it to be in excellent condition. D. S. Wentworth is Principal, assisted by Misses A. Augusta Frost, Mary R. Gorton and Armada G. Paddock. Mr. Wentworth is one of the oldest and best of the first-rate school men in the west. To one who knows the

man, the success of the school is no wonder. 128 pupils were in attendance last year in the Normal-school. 520 in all departments. With the catalogue is published a circular of information giving interesting statistics, and items relating to the management, etc.

Pike County.—The teachers of this county held an Institute of one week, at Pittsfield, Sept. 4-8th inclusive. About eighty teachers were in attendance. There were a good number present at the opening on Monday morning; and, through the week, the attendance was more prompt and regular than is usual; our Institutes are generally *very* faulty in this particular. The Institute was under the general direction of Prof. Hewett of Normal, who conducted most of the exercises and lectured to a good audience on Tuesday evening. The Institute did actual work in learning and reciting lessons in Reading, Arithmetic, Geography, History, Spelling, Theory and Art of Teaching, &c. All seemed to feel that the week was a profitable one. Mr. Pike continues at the head of the high-school in Pittsfield, assisted by Mr. E. A. Doolittle; the grammar school is in charge of Will. T. Smith. Two young men from the high school entered Vale this year, passing examination very successfully. Mr. J. W. Prince continues at Griggsville another year; Miss Cotton goes from Griggsville to Decatur, and Miss Carleton to Hannibal. Mr. J. N. Dewell is working very earnestly as superintendent, and with excellent success; he seems to have the confidence of the teachers, very fully. We are glad to have the best of evidence that the teachers of Pike appreciate the SCHOOLMASTER.

Whiteside County.—The catalogue of the Illinois Soldiers' College, at Fulton, Illinois, shows that institution to be in a flourishing condition. Col. L. H. Potter is president, assisted by an able and experienced faculty. Hon. Silvanus Wilcox, of Elgin, Illinois, is president of the board of trustees. A class of twenty graduated this year, and received the degree of Bachelor of Science. The total enrollment for 1870-71 was 132. The institution is military in its character, but purely military studies are optional. Young men are prepared for West Point or Annapolis, or complete the college course. The entire expense, including board, fuel and lights, is \$200 for school year of forty weeks.

Peoria.—The County Teachers' Institute had a successful session on Sept. 5-8. Lectures were delivered in the Normal room of the high-school building by Dr. J. P. Johnson on "Vision;" Rev. J. P. Hovey on "Keep your eyes open," and David McCulloch, Esq., on "Fifteen Years Ago." The *Peoria Review* says:

"We learn that Miss Maggie Chalmers has been engaged as teacher in the training department in our Normal School, in place of Miss Pringle. Miss Chalmers is an excellent teacher. It goes to prove that there is little use in sending abroad for teachers when we have equally good talent at home. This fact we specially commend to the Teachers' Committee of School Inspectors."

Macon County.—Our "School for Teachers" has just closed after an interesting session of nearly four weeks. The entire enrollment was 86: average daily attendance 57.3. For most of the exercises the school was divided into two sections, so that the members studied and recited alternately. Actual school work has been done. Daily exercises have been had in each of the Common School branches, including lessons in school economy and in the school law; lessons having been assigned, studied and recited. More than an ordinary amount of interest has been manifested by our citizens. Professors Metcalf and Cook of the Normal University, each spent a day with us, and for the time conducted the exercises. Their labors were well appreciated by all in attendance.

O. F. M.

Dixon.—The school officers have ordered an examination of teachers, of those already employed and those desiring situations. This examination will embrace the general principles of Natural Philosophy, of Physiology and Botany, as well as of all studies required by law. The theory and practice of teaching will not be omitted. The design of the different boards is not to subject teachers to unnecessary duty, or undue criticism, but only to such an examination as in their judgment is for the welfare of the school interests of the city. There have also been ordered special examinations to be held quarterly, during the year, the object being to keep before the minds of the teachers the whole subject matter of their vocation, the better to enable them to perform well their several duties, and to assist in raising still higher the already enviable reputation of the city schools.

ANNUAL REPORT OF PUBLIC SCHOOLS.
(MADE BY REQUEST OF ILLINOIS SOCIETY OF SCHOOL PRINCIPALS.)

CITY.	Whole No. different pupils enrolled.	No. male teachers.	No. female teachers.	Highest salary paid male teachers.	Lowest salary paid male teachers.	Average salary paid male teachers.	Highest salary paid female teachers.	Lowest salary paid female teachers.	Average salary paid female teachers.	Salary paid Superintendent or Principal.	Cost per pupil for tuition.	Entire cost per pupil.	Average No. being longed.	Average daily attendance.	Per cent. of attendance.	No. of tardinesses.	SUPERINTENDENTS. OR PRINCIPALS.
Cincinnati.	27,140	110	397	\$2 600	1000	.....	\$1 800	\$400	.....	\$3 500	\$18 73	.....	21878	20893	95.5	89,611	John Hancock.
St. Louis, 1869-70.	26,113	49	447	3 000	\$700	.....	500	400	.....	1 800	10 66	\$18 70	.....	2048	92.5	28,714	W. T. Harris.
Terre Haute, Ind.	3,410	8	39	1 100	450	.....	700	350	.....	1 800	11 70	.....	2147	2048	95.3	6,548	Wm. H. Wiley.
Bloomington, Ill.	3,097	1	48	1 800	.....	.....	720	360	.....	1 800	9 80	16 97	2482	2203	92.6	.....	S. M. Elter.
Dubuque, Iowa.	2,723	6	57	1 600	600	\$1 366	600	250	\$387 00	10 80	11 51 1/2	14 87 1/2	2584	2203	95	.....	Thos. Hardie, Sec'y.
Dubuque, Ill.	2,166	1	26	700	.....	.....	600	380	461 00	1 400	9 80	15 50	1440	1321	91.7	.....	J. B. Roberts.
Decatur, Ill.	1,882	3	25	1 500	450	1 050	700	315	483 89	1 800	11 42	19 48	1436.5	1357.7	91.5	1,895	E. A. Gastman.
Alton, Ill.	1,421	3	18	800	690	700	750	350	443 00	1 800	11 59	15 82	965	883	92.6	.....	E. A. Haight.
Litchfield, Ill.	1,037	2	12	.....	.....	.....	900	400	.....	1 200	10 37	17 40	770	674	87.1	401	— Hedges.
Danville, Ill.	1,012	1	18	450	450	450	540	315	410 00	1 200	10 37	17 40	770	674	87.1	2,345	J. C. Shedd.
Goshen, Ind.	910	1	21	.....	.....	.....	400	300	288 00	1 200	10 37	17 40	770	674	87.1	1,581	D. D. Luke.
Macomb, Ill.	841	1	12	.....	890	1 150	500	400	422 22	1 500	10 40	15 76	587	465	96.7	1,180	M. Andrews.
Marshalltown, Iowa.	880	1	11	.....	.....	.....	750	400	486 50	1 500	13 45	22 33	495	429	92	1,931	Chas. Robinson.
Princeton, Ill.	775	1	11	.....	.....	.....	450	360	388 65	1 500	10 73	14 70	533	515	95.7	775	C. P. Snow.
Dixon, Ill.	693	1	10	.....	.....	.....	650	400	455 00	1 500	13 25	22 33	405	429	92	2,395	E. C. Smith.
Shelbyville, Ill.	610	1	8	600	600	.....	650	400	444 07	1 500	12 00	21 68	388	334	92.5	2,066	Jephthah Hobbs.
Faribault, Wis.	600	1	11	.....	.....	.....	450	350	400 00	1 000	10 00	16 00	500	460	92	.....	W. R. Edwards.
Pana, Ill.	568	1	8	700	.....	.....	600	350	450 00	1 700	12 10	24 00	401	369	90.5	979	J. H. Woodul.
Normal, Ill.	475	1	7	.....	.....	.....	750	450	555 00	1 700	15 00	28 00	350	334	95.4	.....	Aaron Gore.
Batavia, Ill.	477	1	5	.....	.....	.....	360	324	245 60	1 400	10 00	12 50	312	287	91	178	H. O. Snow.
Lexington, Ill.	427	1	6	.....	.....	.....	540	405	444 00	1 320	.....	.....	.....	.....	.....	.....	Daniel J. Poor.
Lockport, Ill.	410	1	6	.....	.....	.....	450	350	400 00	1 400	9 00	10 10	590	570	94	.....	D. H. Darling.
Batavia, Ill.	275	1	4	.....	.....	.....	400	.....	.....	1 400	.....	.....	1700	.....	.....	.....	H. O. Snow.
Shawneetown, Ill.	275	2	4	.....	650	815	500	500	500 00	1 000	15 60	16 00	250	165	66	94	J. H. Carter.
Maroa, Ill.	212	1	3	.....	900	.....	540	405	465 00	1 900	15 30	18 33	150	140	93.5	1,105	Edwin Philbrook.
Forreston, Ill.	206	1	4	.....	.....	.....	400	300	350 00	900	8 34	16 35	190	161	81.7	.....	T. J. Seymour.
Creston, Ill.	145	1	2	.....	.....	.....	400	400	.....	1 000	18 70	29 82	92	82	81	147	P. R. Walker.
Kankakee, Ill.	1,185	4	13	.....	350	625	400	350	362 00	1 000	9 92	17 12	667	621	93	2,259	A. E. Rowell.

Christian County.—SCHOOLMASTER: Below please find report of Christian county Normal School, for term commencing July 31st, 1871, and ending Sept. 6th, 1871. Owing to the extremely hot weather that prevailed during the session, many of the students were compelled to lose time by sickness, and one of their number died. From first to last all manifested an intense interest in the exercises, and it is believed that a great amount of good has been accomplished. The feeling among the students that their time and money had been well spent was almost universal.

Whole number enrolled,	- - - - - 40	Ladies—64	Gent.—104
Average number belonging,	- - - - - 35 4-7	" 52 3-7	" 88
Per cent. of attendance,	- - - - - 86.6	" 92.9	" 90.7
Average daily attendance,	- - - - - 31 1-7	" 49 1-14	" 80 3-14
Days taught,	- - - - -		28
Grand total days' attendance.	- - - - - 872	" 1374	" 2246
" " " absence,	- - - - - 134	" 94	" 228

Respectfully submitted,

J. H. WOODUL.

Rantoul.—School began on Sept. 4, with 115 pupils, three teachers, W. H. Richardson, Miss Flora Holcomb and Miss Jennie Rollins. Pennell & Co. have just put in heating and ventilating stoves. The school building has been painted and thoroughly renovated during vacation. The Board have ordered a nine months school of four weeks each, dividing the year into three terms; first of fifteen weeks, two weeks vacation; second of eleven weeks, one week vacation; and third of ten weeks.

The Board have made Mr. Richardson's salary \$120 per month.

PERSONAL.—WADE H. RICHARDSON has charge of the schools at Rantoul, Ill.

LEWIS A. FROST is Principal of school at Mechanicsburg, Ill.

MISS LIBBIE CARLETON, from Griggsville, is Principal of the colored school at Hannibal, Mo., at a salary of \$850.

ILLINOIS NORMAL.

PHILADELPHIAN SOCIETY,
N. B. REED.

} Editors.

{ WRIGHTONIAN SOCIETY,
S. W. PAISLEY.

Normal is alive again. The school year is ushered in upon us while we are yet in the midst of those enjoyments which all good students find in a summer vacation. We turn reluctantly from them and face the duties which are *real*. Futurity always has its mists and doubts and *dreads*, but when it fades into the past, the mystery is gone. So when we are rightly in the harness, and well settled in our work, the strange fear which anticipated our return will pass away.

Every year the school opens under more favorable circumstances than it did the preceding year. So the editors say, and it would be a thing to be regretted if it did not, if the soul of the Institution is the spirit of progress. The ardor of our Instructors would certainly be somewhat *latent* if they had no higher ideal for the work of the year upon which they are just entering, than they had for the work of the year that is just past. In this regard the school is more highly favored than ever before. The increase in the number of the entering pupils bespeaks the growing favor of the school. More than one hundred and thirty were received into the Normal Department on the first day. The Normal Department has now about 320 pupils. Sec. A's ranks are well filled and if none should desire furloughs or discharges until their time has expired, a goodly number will be honorably mustered out next June.

The high-school is now under the direction of Mr. Coy, formerly of Peoria. There is, in his room, at present, fifty-six pupils.

The Grammar School which is still under the supervision of Mr. Baker, reports one hundred and three pupils. Since our last meeting as a school, Prof. Metcalf has returned from Europe. His appearance indicates a good degree of health—which was certainly a thing to be desired. All who know him will be gratified to learn of

his safe return. His letters which came to us through the columns of the *SCHOOLMASTER* were anxiously looked for and carefully read. But in two or three short letters he could have given us but few of the many important observations noted by him while on the continent, therefore we hope to hear further from him *before our societies*. We have not yet held a regular meeting of the societies, hence the blank in the place usually occupied by society matters.

At this early writing the schools seem to be in perfect working order. The restriction requiring pupils to be in their rooms at half-past seven by the clock, has been laid down by the President in his *emphatic manner*, much to the sorrow of those who delight in moonlight ramblings, or midnight stumblings. Messrs. Waterman and Yoder have charge at Blue Island. They each receive a round *sum* for their work. We wish these young men the truest success. Mr. Griffith, is at Taylorville, in Christian County. Mr. Norman, is at Marshall, Clark county.

Miss Blake, is at Carbondale, the home of the Second Normal University, for Illinois. We bespeak for Miss Blake that success which is due her earnest efforts.

Mr. Holcomb, is at his home, in Lake County. He has been solicited to accept the office of Superintendent of Schools, for this County. Good for Henry.

The question of "closed doors" or secret society meetings, will doubtless be broached at an early day, let all who are interested give it some thought.

Mr. Kimbrough and Mr. Richey, the Presidents *elect*, the former for the Wrightonian, the latter for the Philadelphian, society, are present, and are making diligent preparations for the society work of the term.

Prof. Cook is unable to be in school, being confined to his room by severe illness. He expects to be able to be out in a few days.

C. L. Howard, of Randolph County, and S. W. Garman, old Normal students, have improved the vacation days by taking unto themselves wives. Doubtless others have been indulging in the same luxury, but the *SCHOOLMASTER* is not informed.

BOOK TABLE.

We will be glad, if publishers, who send us books for notice and review, will indicate the prices of the books. We will mention all books received; and will give extended and *honest* reviews of as many as we can; we mean to make this a prominent feature of the *SCHOOLMASTER*.

Barnes' Brief History of the United States. A. S. BARNES & Co., New York and Chicago.—A thorough examination of "Barnes' Brief History of the United States," brings the examiner to the conclusion, that it is a superior book in almost every respect. The book is neat in form, and of good material. The type is clear, large and distinct. The facts and dates are correct. The arrangement of topics is just the thing needed in a history text-book. By this arrangement the pupil can see, at once, what he is expected to do. The topics are well selected, embracing the leading ideas or principal events of American history. The outlines are not over full, nor yet too meager, but comprise clear, intelligent statements of facts. The sentences are terse and to the point. The book is not full of dry dates with which to overload the memory. Leading dates, only, are selected, and they are quite admirably associated so that the memory may be assisted in their retention. Each topic treats of a separate subject, so there is no need of "mixing" things, and yet they are so arranged that if one depends on another it is made to come often, in such way that something of the philosophy of history is presented; and the student is led to think. Most of the pictures, those on pages 82, 123, 249 and 264 being samples—are of no value whatever, and had better be omitted, since they fail to accomplish that which was intended—give ideas of battles. The book as a whole, however, is much superior to any I have examined. So much do I think this, that I have ordered it for my class, and shall use it in my school.

B. W. BAKER.

The Song King. A new book for singing classes and conventions, by H. R. PALMER. Chicago, ROOT & CADY. This new singing book has been prepared by that prince

of convention leaders, Mr. Palmer. The popularity of its author, together with the merits of the book, will insure it an immense sale. The work is clearly printed, well arranged and adapted for use in high and normal-schools, as well as in singing-schools and conventions.

First Steps in Music, Nos I, II & III, by GEO. B. LOOMIS. IVISON, BLAKEMAN, TAYLOR & Co., New York.—These little books have been prepared with a great deal of care, to be used in teaching the elements of singing in the public schools. They begin at the beginning, the steps are carefully graded and abundant directions are given to the teacher. The little folks have some nice little songs given them to sing as soon as they have mastered two or three tones only; we believe they will be deeply interested in the songs of the entire series. We are not the musical critic of the SCHOOLMASTER; but we know both the authors whose books we have noticed above, and we have witnessed their philosophical and successful methods in the actual work of teaching.

The Institutes of English Grammar, by Gould Brown. New York, WILLIAM WOOD & Co., 1871.

First Lines of English Grammar, by Gould Brown. Published as above.

These new editions of the familiar works of that veteran grammarian, Gould Brown, revised by Henry Kiddle, Assistant Superintendent of Common-schools, New York City, appear among the host of modern books upon this subject, with a reasonable claim to attention.

To us these works appear neither better nor worse than a score of other books on the same subject. They are all as much alike as peas, and nearly all subject to the same just criticism. They are all from ten to twenty times as extensive as they should be for beginners, and impose too heavy a burden upon the memory of the most advanced pupils. We candidly admit that a live teacher can make good use of one or all; but if reasonably well acquainted with the use of his mother tongue, he will probably succeed better without the use of any.

Choice Specimens of American Literature, by Prof. Benj. J. Martin. New York, SHELDON & Co.

The plan of this work is, in our judgment, much more successful than its execution. Think of attempting to give within the compass of two hundred and twenty-three pages, specimens selected from two hundred and fifty different authors! The selections have, not unwisely, been adapted to Mr. Tuckerman's "*Sketch of American Literature.*" Much attention has been given to the full illustration of the literature of the south and west.

What a gravestone for dead reputations is such a work! Of the seventy-four names in the list of poets from whom quotations are made, one-half at least, unless we are mistaken, would pass unrecognized by the general reader. Of the prose authors, nearly an equal proportion are now so nearly forgotten as to be unmentioned except in books of this kind.

It is a little amusing to find under the head of "choice specimens," some rather common-place remarks upon such subjects as "The Dismal Swamp," "The Ginseng Plant," "The Mast Pine."

It is certainly unfortunate that, in order to carry out his plan, our compiler has been obliged to mutilate by large omissions, some of the most beautiful poems in his book.

Cicero De Senectute et De Amicitia. Chase and Stuart's Classical Series. Philadelphia, 1872, ELIDREDGE & BROTHER.

We welcome this the seventh volume of the *Chase and Stuart's Classical Series*, as a valuable addition to the resources of the school room. Probably superior to all other editions of the classics in beauty of typography and binding, convenience of size and clearness and correctness of printing, it seems second to none in the scholarly character of its explanatory notes, and the pains-taking accuracy of all the editorial work.

Free use has properly been made of the latest commentaries of German and English authors. Parallel references to the five leading Latin manuals in use in this country add materially to the usefulness of the work. We commend it to all teachers.

PERIODICALS.

The Atlantic Monthly makes its regular visits to thousands of readers, and is always a welcome visitor. The series of articles entitled "Our Whispering Gallery," are of unusual interest. Few men in our country have been brought into as intimate relations with eminent authors as has the writer of these articles. We know of nothing printed that gives so well, kindly and true pictures of the private lives of men, generally known only through literary works.

Our Young Folks, sent out by the same enterprising publishing house, has earned by its merit and conduct, a prominent place among the youths' magazines. Many schools are using this periodical as a reading-book for class work. The *Atlantic* and *Young Folks* are sent together for \$5.00 a year.

The Michigan Teacher. This excellent monthly for September comes to us with its "columns of literary matter" filled with an author's defense of his own writings.

Four pages of fine type are deemed necessary for such defense. To an outsider like ourselves it is difficult to realize the benefits that are likely to arise from this sort of composition. Mr. White evidently writes his article, to put it mildly, in no good humor. The bitterness is so marked as to weaken the force of his arguments; and yet an author is human, and adverse criticism is not pleasant, especially if the one receiving it believes it unjust. Perhaps a series of books would be as firm with the school-public either to stand on the merits of the books or to permit some uninterested party to pronounce in their favor or act in their defense. At any rate an abused and vexed author is in poor condition for word-warring.

The Prairie Farmer. An agricultural and family paper, published in Chicago, comes to us in entirely new dress. This is one of the best agricultural exchanges we receive. It is beautifully illustrated and is "made up" in a style neat and appropriate. It costs but two dollars per year. Every farmer and every one who has aught to do with country life should take this paper.

The Song Messenger, published by ROOR & CARY, Chicago, is a handsome monthly of 16 large pages. Each number contains quite a variety of reading matter, mostly of course on musical subjects, besides several pieces of first-class music. There is in every number, both sense and fun that can be appreciated by one who is not a professional. We give a long and loud "Amen," to P. Green's article in the September number; load again, Mr. Green, and fire in the same direction.

The English-American, is a small quarto published weekly in Liverpool and Manchester, Eng. It is well filled with articles that must be full of interest especially to Americans sojourning in England. Each number also contains a list of Americans arriving at the principal hotels of the two cities. The paper was started by Mr. Charles W. Felt, a young American from Salem, Mass. He was at one time a student of the Bridgewater Normal School, and is a young man of genius and enterprise. Mr. Felt publishes in the number for September 1st, a prospectus of a new paper which he proposes to issue, to be called the *Manchester Free Press*. We wish him abundant success in his new undertaking.

PUBLISHERS' DEPARTMENT.

Modified Terms of Admission to Knox College, Galesburg, Illinois — The authorities of Knox College announce that they have made arrangements to meet, at once, the propositions of the recent convention of Principals, at Rockford, and will accept in place of Greek now required to enter the Freshman class, the Mathematics studied during Freshman year, viz: Algebra and Geometry complete, Conic Sections, Plain Trigonometry and Mensuration. All who enter on these terms will com-

mence Greek under the college teachers, reciting twice a day until they have overtaken their class, and once a day in Latin, with their class. As the facilities for the study of Greek in the schools of the State are necessarily defective, the expectation is confidently held that this plan will secure for students much more thorough instruction in Greek than that usually obtained. Four classical professors and tutors will be engaged in Knox College and Academy during the coming year, and advantages will be given to students both in the College and Preparatory course, of a very high order.

JOHN P. GULLIVER. *Pres. Knox College.*

Gov. Oglesby, in a letter to the proprietors of the Chicago Business College commends in the highest terms "your excellent system of instruction." Young men, you will make a mistake if you go to any other than a first-class Business College; you may get along a little cheaper, but it will pay in the long run to take such a course as Messrs. Bryant & Chase will give you in their school, where teachers, books, lectures and everything are strictly first-class. Send for their catalogue, or if you are in Chicago be sure and call on them. Departments—1. Penmanship; 2. Mathematics; 3. Business Law (lawyer, teacher of class); 4. Bookkeeping; 5. Business Practice.

Physicians have heretofore advised very many ladies not to use any of the ordinary sewing machines on account of injury to health. But since the Manhattan has been introduced, no objection to it can be urged. The most delicate use it with safety.

Love.—The reduction of the Universe to a single being; the expansion of a single being even unto God.—*Hugo.*

Success.—It is rarely of record that enterprise, though intensified by energy, pressed to culmination by unlimited capital, and based upon closely scientific principle, elaborate and minute detail—so characteristic of Americans—has met so brilliant a success and accomplished such great good, as is developed by the inventive genius and productive skill associated in the manufacture and introduction of the sewing machine.

The *cadenza* of the old "Song of the Shirt" is now written, and it is a full harmony of gladness in millions of American homes. It rolls in rollicking measure from the happy hearts of those whose relieved hands are now as likely to be found among violets and clover blossoms and on the key board of a piano, as in the wearisome details of hand sewing. Among these great successes and reliefs to American women, stands none more proudly prominent and attractive than the "Manhattan" more familiarly known as "the latest and best."

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THE CHICAGO SCHOOLMASTER.

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NUMBER 42.

EDUCATIONAL PANACEAS.

Whenever men find themselves in any sort of trouble, whether of body or mind, they are very apt to yearn for some short and decisive mode of relief. The sick man whose illness has been brought on by continued years of abuse inflicted upon his physical frame, thinks there must be, if he could only come at it, some cure-all that would at once restore him to perfect soundness. The unthrifty trader, whose capital is dwindling from year to year by reason of his own indolence or want of skill, longs for another man's stand or customers, and thinks that with such a possession his luck would turn and his empty coffers be filled. And so every-where. Unsuccessful men, or men but partially successful,—men whose hopes are never fully realized,—men entangled in the meshes of their unfavorable experiences,—are ever seeking some short cut out of their difficulties, and are always ready to listen to any one who claims to point out such a way. And the result is that the world is full of all sorts of charlatans who profess ability to do great things at once,—venders of patent medicines that will rejuvenate a decaying body in six weeks,—advocates of systems of memory that in a few days will gather up the facts of all time, and keep them labeled and ready for use,—managers of financial schemes that will convert the bankrupt into a millionaire in the twinkling of an eye,—inventors of educational methods that will supply the want of brains, and transform the illiterate dolt into a Newton or an Agassiz, in less time than it would take to recover from one's astonishment at the miracle.

Now, teaching being one of the most laborious and difficult of all occupations, it is not strange that among teachers there has been great dissatisfaction with present success and present methods. It is so difficult to secure the highest results, to build up the minds of children into the symmetry of a perfect character, or even to give them a clear understanding of the subjects we are seeking to teach them, that we become discouraged with the slow methods

now known to us, and long for some short, decisive, *scientific way* in which the ends can be reached at once.

This longing, when it impels to a careful review of methods, to a discarding of what is inefficient and unphilosophical, and a contriving of better things, is wholesome and beneficent. But when it would accomplish what from the very nature of the human mind is impossible, namely, the achieving of great results in a short time; or the discovering of a single method that will accomplish all the purposes of education,—a kind of mental blood-purifier,—then it becomes a promoter of humbugs.

How numerous have been the attempts to satisfy this craving in both its forms! Indeed, almost every proposed new method has in it something of both philosophy and unreason. Nearly every effort at educational improvement seeks to achieve the rational and also the absurd. Whenever, therefore, an improved method is proposed, it behooves wise men to examine its claims, to sift it, and to get from it whatever of good it is fitted to yield. But it should be remembered that these inventions are never to be swallowed whole. The probability almost amounts to certainty, that the truth they contain is mixed with error.

Let us pass in review a few of the schemes that have been proposed as a sure cure for all the ills that pedagogues are heirs to.

In the twelfth century, as the rifts began to open in the cloud of mediæval darkness, and men's eyes began to discern something of the light that lay beyond, a system of culture was proposed which was to do for the human mind all it needed. It was to be the mental panacea,—the all-healing remedy for mental ills. By means of it, all necessary knowledge was to be gained. Nothing beside it was requisite. And that system was the scholastic philosophy,—the logic of the schoolmen. To them Aristotle was the great central light. His overwhelming authority and influence were expressed by an anagram formed from his name. "*Aristoteles; iste sol erat!*" "Aristotle; he was the sun!" "I have observed spots in the natural sun," said a student to a learned priest. "My son," was the answer, "I have read Aristotle many times, and I assure you there is nothing of the kind mentioned by him. Go, rest in peace; and be sure that the spots are in your own eyes, and not in the sun." Not a word of deviation from Aristotle was allowed. Any process that was unlike his was at once condemned. The language of the schoolmen concerning him was very like what I heard used not long since by an advocate of the Kindergarten: "Wherever," said this speaker, "there has been a deviation from the precise processes of Froebel, there have been loss and perplexity." So that at least one element of the scholastic philosophy survives among the newest of educational lights!

Afterwards arose the study of the ancient classics, and the polite literature therewith connected. Some of the scholars in the armies of the crusaders wandered off among the schools of Greece and the Orient, and, on their return to Europe, began to teach the Attic tongue, and to cultivate the elegance of Xenophon and Thucydides. This tendency was vastly strengthened, when, at the downfall of the Byzantine Empire, Greek scholars were driven from their home by the fear of the merciless Turk, and were scattered, with their volumes of ancient lore, among the cloisters and schools of Italy and France. Thus arose a new culture. Aristotle lost his universality of empire. Men found that formal logic was far from yielding a full and complete culture.

But the new system was no less unreasonable than the old. Instead of quietly and modestly contributing its share towards improving mankind, it began to put on airs and spread its feathers. It was not satisfied with being *one* means of culture, but insisted on ruling alone. It took to itself the proud title of "The Humanities," as if, in a special sense, it was to be the uplifter of the race. With the advocates of the system, it was a fundamental principle that the right study of the classics was sufficient for all purposes of education. It might have adopted the words ascribed to the pompous pretender to wisdom :—

"I am Sir Oracle,
And when I ope my lips let no dog bark!"

Prominent among the educational "isms," is the system, or want of system, of the famous Rousseau. By this the young mind was to be subjected to no coercive restraint. Its faculties were to have leave and leisure to grow, as the grass and trees do. The mind naturally loves knowledge, it was affirmed. What it loves it will naturally take if permitted. Our methods, our processes, and especially our restraints, will only confuse and discourage the pupil. What children need, therefore, is simply to be protected from evil influences, and then to be let alone, so that they may follow the bent of their own inclinations. And this must be done morally as well as intellectually. Let moral truth come upon the soul as knowledge ought to come, naturally and by the mind's own efforts. By the moral maxims taught to children we simply tyrannize over their convictions. Mind must be self-educating, self-determining. Such a theory as this must, of course, have all the field to itself. It could tolerate no compromise. It was totally subversive of all previous systems, or it was nothing. It was therefore preached with fervor and with confidence, and was made to shine with a glory borrowed from the genius of its gifted proposer.

But, not to weary the readers of the SCHOOL MASTER with further details, we pass on, merely naming the monitorial plan of Joseph Lancaster, by which

the teaching was to be done by the abler pupils, and the outlay of money for schools vastly diminished; the scheme of object lessons, by which a mighty transformation was to be wrought; and, lastly, the Kindergarten, which promises young humanity something more than a foretaste of the celestial joys.

What is the lesson hinted at by such a review as this, and impressively taught by a more thorough and extended examination? All, except the most recent, of these "systems" have been passed upon, and their exclusive claims have been disallowed. No one now thinks of educating the young by the employment of the syllogism alone; nor by the unaided use of Latin and Greek literature; nor by leaving the child to himself (though some parents seem closely to approach this method); nor by sponging the teaching of a school out of the better pupils. But let it not be thought, therefore, that all these systems have been without benefit to the race. Each in its turn has rendered efficient service, by the presentation of its particular phase of truth. Scholasticism roused the dormant thought of the rough fighters of the Middle Ages, and utilized their belligerency in mental rather than physical conflicts. The "humanities" helped to smooth down their coarse manners, and to accustom them to gentler ways. Rousseau's "philanthropic" method wrought a mighty and needed reformation in the discipline to which children were subjected, and saved multitudes from the tyranny of brutal masters. Lancastrianism brought the master into closer sympathy with his pupils. Object-teaching has done great good in emphasizing the necessity of a culture of the senses, and the Kindergarten has no doubt greatly helped the little ones. While, perhaps, no greater harm could be done to the cause of education than by the exclusive adoption of any one of these systems, or the conceding of its exclusive claims; it is certain that in no way can greater good be done than by a careful study of them all, and an honest use of the good there is in each.

"ALREADY."

On my way down town this morning, I passed a squad of boys earnestly engaged in discussing the merits and demerits of some teacher, under whose control one of them apparently had but recently been placed:

"Does she *lick*, Bill?"

"Oh, no! Sam."

"You can't fool me that way; I *was* there *already*."

Sam evidently *had been* there *already*, and yet he as evidently had not been al[l]ready when he was there.

To how many of the readers of the SCHOOLMASTER have the nice shades of difference in the use of words been so closely brought home as to be a source of actual torment to them while endeavoring to cull from the vast storehouse of the English language words and phrases to express with conscientious discrimination thoughts common enough, but puzzling in the expression to all to whom our English is not vernacular, and frequently undreamed of even by our professional lexicographers?

"Jane, have you finished your composition?"

"Yes, sir."

"What! already?"

Has the teacher any idea when using the word in such an off-hand manner, that he is indicating any surprise at the work's being *all ready*, or does he suppose there would be any pleonasm, for which he would be deemed culpable, had he said:

"What! *already completed*?"

"John, do you wish to go to the Museum?"

"No, sir. I have been there *already*."

Query.—Does he mean that he was *all ready* to go on the first occasion?

"The child was about to sink for the last time, but the noble dog was *already* there and rescued him from a watery grave."

Was there; *had* arrived;—*was already*, thus suggesting the past perfect idea, and the etymological significance of *already* in this instance not necessarily entirely lost sight of.

Teachers and parents, your daily conversation with and in presence of the children with whom you are constantly brought in contact should be a subject of your most careful consideration. I have been industriously striving for many weeks to eradicate from the conversation of my six year old boy the use of *what* for *that* or *which*, and I know it is yet a question whether the next *hundred* or *thousand* corrections will accomplish the desired result. Conversation with the children of careless or indifferent parents is quite as influential as the conversation heard by your children at home. Hence the further necessity of educating the critical sense of the community to appreciate the need of preserving the language in its purity, so far as the corroding tooth of time will permit. The inroads made by foreigners, phonographers and other psuedo-reformers, will grow in numbers and in extent until there may soon remain but a fragment of our present glorious structure, unless the breaches be constantly and patiently repaired and the assailants repelled.

CHICAGO, Sept. 29, 1871.

O. S. W.

A WINTER EVENING IN NEW ENGLAND.

The moon above the eastern wood
Shone at its full ; the hill-range stood
Transfigured in the silver flood,
Its blown snows flashing cold and keen,
Dead white, save where some sharp ravine
Took shadow, or the sombre green
Of hemlocks turned to pitchy black
Against the whiteness at their back.
For such a world and such a night
Most fitting that unwarming light,
Which only seemed where'er it fell
To make the coldness visible.

Shut in from all the world without,
We sat the clean-winged hearth about,
Content to let the north-wind roar
In baffled rage at pane and door,
While the red logs before us beat
The frost-line back with tropic heat ;
And ever, when a louder blast
Shook beam and rafter as it passed,
The merrier up its roaring draught
The great throat of the chimney laughed,
The house-dog on his paws outspread
Laid to the fire his drowsy head,
The cat's dark silhouette on the wall
A couchant tiger's seemed to fall ;
And, for the winter fireside meet,
Between the andirons' straddling feet,
The mug of cider simmered slow,
The apples sputtered in a row,
And, close at hand, the basket stood
With nuts from brown October's wood.

What matter how the night behaved ?
What matter how the north-wind raved ?
Blow high, blow low, not all its snow
Could quench our hearth-fire's ruddy glow.
O Time and Change !—with hair as gray
As was my sire's that winter day,
How strange it seems, with so much gone
Of life and love, to still live on !
Ah, brother ! only I and thou
Are left of all that circle now,—
The dear home faces whereupon

That fitful firelight paled and shone.
Henceforward, listen as we will,
The voices of that hearth are still ;
Look where we may, the wide earth o'er,
Those lighted faces smile no more.
We tread the paths their feet have worn,
We sit beneath their orchard trees,
We hear, like them, the hum of bees
And rustle of the bladed corn ;
We turn the pages that they read,
Their written words we linger o'er,
But in the sun they cast no shade,
No voice is heard, no sign is made,
No step is on the conscious floor !
Yet Love will dream, and Faith will trust,
(Since He who knows our need is just,) ✕
That somehow, somewhere, meet we must.
Alas for him who never sees
The stars shine through his cypress-trees !
Who, hopeless, lays his dead away
Nor looks to see the breaking day
Across the mournful marbles play !
Who hath not learned, in hours of faith,
The truth to flesh and sense unknown,
That life is ever lord of death,
And love can never lose its own ! J. G. WHITIER.

VENTILATION IN THE SCHOOL-ROOM.

Fellow teacher, what do you propose to do about ventilating your school-room, the coming winter ? “ Nothing,” do you say ? Why, nothing ? Isn't the subject of sufficient importance ? Don't it pay ? Can you afford to shut *yourself*, to say nothing of the pupils, in a room, and breathe the exhalations from twenty, thirty or sixty pairs of lungs, without even making the attempt to render the atmosphere as pure as possible ? Your own health is too important to be sacrificed in that way. You are the guardian of the children placed under your instruction. You know what is said about a “sound mind in a sound body.” All else that you can do for the little ones, will hardly compensate for the destruction of their health. But do you say that it makes but little difference to you or them, whether any means is

provided for the ingress of a sufficient supply of fresh air into the school-room? That the matter will take care of itself?

That is just the trouble; we take every means in our power to shut it out of our houses, and expect that in some way all our endeavors will be defeated, and a sufficient supply of the life-giving element will find its way into our dwellings. We ought to return thanks, daily, to the Infinite Father, that he has so ordered the matter that it is almost impossible for us entirely to deprive ourselves of this prime necessity of life. It stands ready at all times, to fill every room and crevice. But why talk to you about the importance of fresh, pure air; if you are a teacher fit for your business, you certainly will admit the vital importance of the subject. But again, I ask, what are you doing *now*, to secure to you and your pupils a constant supply of fresh air? But perhaps you don't exactly know what is the best plan to pursue. Allow me to suggest a point or two:—See that the windows of your school-room are so arranged that they may be readily and easily lowered from the top, and raised from the bottom. Then see to it, that the best possible use is made of these windows. I have known teachers so careless and indifferent, that the windows were never lowered, unless the room became so hot that it was impossible to remain in it. I hope you don't belong to that number. But you ought not to feel *satisfied* when your windows are properly arranged and *used*: they will give you but very imperfect ventilation at best.

If your district is able to have the Ruttan system, be sure that you use your influence to secure it. But if you fail in getting that, don't give up in despair. There are a number of stoves in use that are a great improvement upon the common air-tight ones, generally found in our houses. W. L. Phillips advertises in the "SCHOOLMASTER" a stove that we have tried for two years in our schools, and are well pleased with. These are furnished at such moderate prices, and with guarantees so strong, that no teacher or board of directors need fear to try the experiment. It "will pay" in more ways than one. Comfort, economy and good health are all secured at the same time.

But the great point is secured, when you begin to give this subject some thought and attention. Don't ignore it, or treat it as of trifling importance. If you are thoroughly interested in securing good ventilation in your school-rooms, I have no doubt that you will secure better results with the old-fashioned stove, than many a teacher now does who has the best arranged apparatus at his command. These things wont, "go alone;" you must use common sense and judgment with all of them.

DECATUR, OCT. 12, 1871.

E. A. GASTMAN.

STATISTICS FROM THE RECENT CENSUS.

	POP. 1870.	POP. 1860.	PER CT. OF INCR.	COL. POP. 1870.	POP. 1870, ROUND NOS.	Rank of State '70
Alabama.....	996,992	964,201	3.4	475,510	1,000,000	16
Arkansas.....	484,471	435,450	11.3	122,169	5 "	26
California.....	560,247	379,994	47.4	4,272	6 "	24
Connecticut.....	537,454	460,147	16.8	9,668	5 "	25
Delaware.....	125,015	112,216	11.4	22,794	1 1/4 "	34
Florida.....	187,748	140,424	33.7	91,689	2 "	33
Georgia.....	1,184,109	1,057,286	12.0	545,142	12 "	12
Illinois.....	2,539,891	1,711,951	48.4	28,762	25 "	4
Indiana.....	1,680,637	1,350,428	24.5	24,560	17 "	6
Iowa.....	1,191,792	674,913	76.6	5,762	12 "	11
Kansas.....	364,399	107,206	239.9	17,108	3 1/2 "	29
Kentucky.....	1,321,011	1,155,684	14.3	222,210	13 "	8
Louisiana.....	726,915	708,002	2.7	364,210	7 "	21
Maine.....	626,915	628,279	.2*	1,606	6 "	23
Maryland.....	780,894	687,049	13.7	175,391	8 "	20
Massachusetts.....	1,457,351	1,231,066	18.4	13,947	15 "	7
Michigan.....	1,184,059	749,113	58.1	11,849	12 "	13
Minnesota.....	439,706	172,023	155.6	759	4 1/2 "	28
Mississippi.....	827,922	791,305	4.6	444,201	8 1/4 "	18
Missouri.....	1,721,295	1,182,012	45.6	118,071	17 "	5
Nebraska.....	122,993	28,841	326.5	789	1 1/4 "	35
Nevada.....	42,491	6,857	519.3	357	1/2 "	37
New Hampshire.....	318,300	326,073	2.4*	580	3 1/4 "	31
New Jersey.....	906,096	672,035	34.8	30,658	9 "	17
New York.....	4,382,759	3,880,735	12.9	52,081	44 "	1
North Carolina.....	1,071,361	992,622	7.9	391,650	11 "	14
Ohio.....	2,665,260	2,339,511	13.9	63,213	27 "	3
Oregon.....	90,923	52,465	73.3	346	1 "	36
Pennsylvania.....	3,521,791	2,906,215	21.2	65,294	35 "	2
Rhode Island.....	217,353	174,620	24.5	4,980	2 "	32
South Carolina.....	705,606	703,708	.3	415,814	7 "	22
Tennessee.....	1,258,520	1,109,801	13.4	322,331	12 1/2 "	9
Texas.....	818,579	604,215	35.5	253,475	8 "	19
Vermont.....	330,551	315,098	4.9	924	3 1/4 "	30
Virginia.....	1,225,163	1,596,318	4.4	512,841	12 1/4 "	10
West Virginia.....	442,014	Incl. in Va.	.....	17,980	4 1/2 "	27
Wisconsin.....	1,054,670	775,881	35.9	2,113	10 1/2 "	15
Territories:						
Arizona.....	9,658	.....	.....	26	.....	9
Colorado.....	39,864	34,277	16.3	456	.....	4
Dakota.....	14,181	4,837	193.2	94	.....	8
Dist. of Columbia	131,700	75,080	75.4	43,404	.....	1
Idaho.....	14,999	.....	.....	60	.....	7
Montana.....	20,595	.....	.....	183	.....	6
New Mexico.....	91,874	93,516	1.8*	172	.....	2
Utah.....	86,786	40,273	115.5	118	.....	3
Washington.....	23,955	11,594	106.6	207	.....	5
Wyoming.....	9,118	.....	.....	183	.....	10
Total.....	38,555,983	31,443,321	22.62	4,880,009	.....	.....

*Loss.

We have received from the Census Bureau at Washington, advance sheets of the forthcoming report of the census of 1870, from which we construct the foregoing table. We are sure the teachers will find this table very valuable, and that they may make good use of it with their pupils. We have inserted a column giving the population of the several States in *round numbers*. All tables of statistics, lengths of rivers, heights of mountains, etc., if committed to memory should be learned in round numbers; perhaps, for a single recitation, the exact numbers can be held almost as readily, but the mind will not retain them as well for any considerable length of time.

Let the teacher occupy a few minutes each day in giving a few items from this table to his school, taking care to drill thoroughly on what has already been given, and so continue until his pupils have learned the column of round numbers, and the relative rank of the several States. This will be a very practical and valuable kind of information to possess. Also, the columns showing the numbers of colored people in each State, and the per cent. of increase in population in the last decade, are very suggestive; and useful lessons may be learned from them.

We would call the attention of teachers to the following remarkable facts which this table discloses; a little study will discover others scarcely less striking. There are fifteen States containing a population of more than one million each; two States contain less than one hundred thousand people each. The greatest per cent. of gain was in the State of Nevada; the least in South Carolina; the greatest absolute gain was in Illinois. Two States and one Territory lost in population; the greatest per cent. of loss was in New Hampshire. Four States and three Territories have more than doubled their population. Georgia has the largest number of colored people, and Oregon the least, of any State. In Alabama, Louisiana, Mississippi, and South Carolina, the colored people outnumber the whites.

THE GREAT ENGLISH UNIVERSITIES.

After nearly three weeks' stay in smoky, sooty London, I do not regret to find myself in a somewhat purer atmosphere, and to exchange the bustle and noise of the world's mart for a small and quiet town. Cambridge cannot be compared with London in anything, but only contrasted; and the contrast, in nearly every particular, is to me agreeable. This is my first visit here, and I find much to interest me; much to delight the eye, and much more to suggest profitable reflection, and to invite profitable study.

Cambridge is usually, and quite naturally, compared with Oxford; and is

generally placed second. In some respects—not in my judgment the most important—this is just. Oxford, as a town, has the advantage of Cambridge in natural scenery. Oxford is also larger; and is generally, though not always, conceded to be older. I cannot think of any other particular in which Oxford can justly claim the precedence.

It has long been customary, in comparing Oxford and Cambridge, to speak of the former as the classical, and the latter as the mathematical university. I think it is quite clear that Cambridge has taken the lead in the mathematics and the natural sciences, but not so clear that Oxford has taken the lead in linguistic studies. I think there is in Cambridge rather more of modern life, rather more tendency to adopt new ideas, to admit of what we call progress, or reform; but I do not think by any means that this implies a neglect of classical studies. Quite the reverse. A proper appreciation of the value of classical study implies an admixture of modern life; and old Oxford, as a seat of classical learning, would be greatly benefited, in my judgment, by opening her eyes to what other nations, especially her German neighbors, are now doing in classical learning and all other departments of human research. Oxford seems to me to have made little progress in half a century. She does not even seem to desire progress, unless it be backward. All wisdom, she seems to think, was some time ago accumulated there; and consequently all she needs is, to keep what she has got and resolutely to resist all encroachments; to keep out all the ideas which we call progress. In the meanwhile, Germany has been advancing beyond any other nation. So also Cambridge, though she has not advanced so rapidly, has admitted many new ideas, has taken some steps forward.

Still, I find the same defects here as in Oxford. The entire system seems to me inefficient, radically wrong. The university of Cambridge consists of seventeen independent colleges, or halls, with little or no co-operation. Thus the vast intellectual resources which are gathered here are divided, fragmentary, weak; whereas, if they could all be united, so as to work in concert, and the various professors and tutors could be brought into some sort of rivalry under some wholesome pressure, so as to lead them all to earnest work, this university might rival that of Munich or Berlin. Want of union, and excessive *otium cum dignitate*, are the bane of the English universities. This is acknowledged and deeply felt, by the most intelligent men I have met, both at Oxford and at Cambridge. An *Alumnus* of Cambridge, who was first in scholarship in the foremost college here, remarked to me but a day or two ago, that he saw no way save in a revolution, in a complete demolition of the present system and a reconstruction of the fragments. Study, high scholarship, said he, are unpopular. Not more than one student in five is even respectably

studious ; the remainder nearly waste their time, and form habits which unfit them for any important and useful work in after life. This is rather a dismal picture ; but I believe it is quite truthful. I should certainly on no account wish to send a son of mine either to Oxford or to Cambridge. I believe the American colleges, with all their defects, to which I surely am not blind, are far superior as places of thorough, earnest education, to the English universities ; chiefly because the majority of our students and professors work about up to the extent of their capacity.—Prof. J. R. BOISE, in the *Standard*.

PRIMARY SCHOOL TEACHERS.

It is popular to talk of the importance of the primary work ; to say we should pay the greatest attention to that part of our public schools. It is common to say that our primary teachers should receive as much or more pay than any other class. But alas ! for the primary teacher, these sentiments are *but* sentiments and are seldom reduced to practice. In Boston, fifteen years ago, when the salary of a grammar-school assistant was \$300 per annum, that of a primary teacher was \$325. The same ratio at present in the West would give a grammar teacher \$500 a primary, \$600. Boston is mentioned as an example, because that city excels most others in justice and management of salaries.

Nearly every one concedes that the most ability is required in the lower grades. It takes one force to run a train on a completed railroad, but before the train can run, a power of quite a different character must build the road. Higher grade pupils go themselves ; they need but the direction shown them ; little ones can not go at all, till they are taught how. Visits to schools will show to the intelligent looker-on that the power which constitutes a good primary teacher is not acquired, but innate ; that few possess it to a great degree. Very many young teachers undertake this work upon borrowed plans : this is no fault of theirs ; they are bound to teach, and, having no capital of their own, must use that which is borrowed. We are not speaking of intellectual acquirements, but of the gentleness and loveliness of a patient teacher. Every child knows whether the teacher is really sympathizing with him in his troubles and joys, or whether it is a make-believe—whether the teacher is *condescending* to talk with him.

One who cannot truly enjoy the recital of a child's pleasure-ride, or who does not really mourn with the little girl over a broken doll, need not pretend to do so ; such a one has not the highest qualifications for the primary teacher. We do have very many good and beautiful women who make this

sort of teaching a success, and it is no credit to our superintendents and school-boards that such are not receiving the highest salary in the city. None ought to be paid more. The high-school teacher has more headwork to do,—more hours out of school are employed in school-work,—but less heart-work. It cannot be said that a reduction of salaries of grammar and high-school teachers is desirable, but an increase of those of our good and patient successful primary teachers certainly is.

OUR NATIONAL HYMN.

The familiar hymn, beginning ;

“My country 'tis of thee,”

was written by Rev. S. F. Smith, D. D., a Baptist clergyman, now living in Newton, near Boston. Dr. Smith graduated from Harvard College in the year 1829, in the same class with Dr. O. W. Holmes, the poet. Dr. Holmes in his poem “The Boys,” written for one of the re-unions of the class, thus wittily alludes to Dr. Smith and his famous hymn :

“There sits a young fellow of excellent pith,
Fate tried to conceal him by naming him, Smith ;
But he shouted a song for the brave and the free ;
Just read on his medal, ‘My country, of thee.’”

An old friend of Dr. Smith lately wrote to him about his patriotic hymn, and his reply, which we give below, was copied into the *Boston Transcript*.

One day, I think in the month of February, '31 or '32, in turning over the leaves of one of some music books, I fell in with the tune “God Save the King,”—though I did not know it at that time to be the English national air. I at once wrote a patriotic hymn, in the same measure and spirit, and soon after gave it to Mr Lowell Mason, together with other pieces, and thought no more of it. On the next Fourth of July, I found that the piece was brought out for the first time at a children's celebration of the day in Park Street Church, Boston. This was the beginning of its course. It gradually found its way into music books for children, and into the public schools in various places, and thus, I cannot but think, may have had an influence in infusing into many childish hearts a love of country, which prepared them to battle for the right, the true and the good, when the time of peril to our institutions and our country came.

I have often remarked that if I had supposed the piece would have been so popular, I should have taken more pains to perfect it. “Yes,” says some one, “and thus perhaps you would have spoiled it.” It has won its way, most unexpectedly to myself, into the hearts of the people. I have heard most gratifying narratives of the places where, and the circumstances under which, it has served as the expression of heartfelt love of country,—in schools, in huts, on Western prairies, in churches, on the eve of battle, and in soldiers' hospitals. I never designed it for a national hymn ; I never supposed I was writing one. I never offered it for public acceptance as such. But if the people *will* sing it, I am sure I cannot help it. I thank God that he ever led me, such as it is, to write it. It is my cheerful contribution to the cause of patriotism, and the manner in which it has been received is an abundant compensation.

Very sincerely yours,

S. F. SMITH.

SIMPLE APPARATUS.

How much our pupils hear from us, in the way of oral instruction, which they can not possibly reproduce! The young student may sometimes commit a short rule, in the language of the author, with manifest advantage; but a discursive explanation, in the language of the teacher—never. In many cases, he makes no effort to retain what is told, but lets ideas surge freely over his mind. He keeps those that happen to stick, and lets the rest go. His memory is in a passive state, and the central idea of education—a persistent effort to acquire knowledge—is left out of view.

We shall do well, if we impart truth—especially to the very young—by methods which the pupil himself can adopt and employ. An artificial globe is useful, and I would not willingly try to teach geography without one. But it is the work of skilled artisans, nor can its counterpart be found in every household. An apple represents the figure and surface of the earth less accurately, but the illustration reaches a lower class of minds, and is not apt to be forgotten. The stem and blossom are very cold, a ring around the middle is very hot, and the other parts of the surface are comfortable. Such an approximation to the truth may be placed, by a few minutes' work, within the grasp of a mere infant, and yet I am convinced that a majority of pupils, the country over, leave school without knowing so much as this about zones.

Much more may be taught by means of our apple. Wrap it tightly in paper, take a pin to represent a man, and start him on his travels. He comes to a wrinkle, and here he is climbing a hill, or a range of mountains. He moves along where the paper clings tightly to the surface of the fruit—here he is crossing a plain. He is tired and wishes to bathe his feet—we tear away a little paper, and disclose a lake, which may be magnified to an ocean. Here is a lesson which the young learner may easily repeat at home, if he will. The noble men who have devised costly educational appliances, have done much to redeem the world from ignorance; yet we, who buy their work, may need one gentle caution. The pedantry of big words is sad indeed; the pedantry of cumbrous machinery is not much better.

MURPHYSBORO, ILL., Oct. 13th, 1871.

The Sabbath *must* be observed as a day of rest. This I do not state as an opinion, but knowing that it has its foundation upon a law in man's nature as fixed as that he must take food.—W. PARKER.

EDITOR'S DEPARTMENT.

Ilium Fuit! Alas, that we must write of Chicago in the past tense, also. On the night of Sunday, Oct. 8th, a fire broke out in this city, and raged all that night and during Monday. When it ceased, all the central part of the city, all the North Side, and a small part of the West Side, was in ashes. There was left scarcely a bank, a hotel, a wholesale house, or a newspaper office in Chicago. We think such another destructive fire is not recorded in history. Perhaps 100,000 people were rendered homeless; and, what is worse, several hundred,—it will never be known how many,—were burned to death. So intense was the heat that the most substantial brick and stone buildings were burned to the ground; the brick and stone were decomposed; and only a very few walls remain standing. All the schools in the city are suspended for the present, of course, although most of the school houses are saved.

The picture of desolation is dark enough; but the generous sympathy that sent abundant gifts to relieve the suffering, not only from all parts of the West, but from the East, from Canada and from England, sheds a bright ray across its gloom. It is estimated that not less than one-million-five-hundred-thousand dollars have been contributed for this purpose. Such generosity shows a good side of human nature; but quite another side was shown in the case of some. It is reliably reported that many incendiaries were found aiding the conflagration; and thieves and robbers plied their diabolical trade, even in the darkest hour. Some of these devils in human shape met their deserts, by being shot or hanged on the spot. Who is the pseudo-philanthropist that will not say they were rightly served?

But, will Chicago arise from her ruins? Yes; and in an incredibly short time, if no new calamity follows. Most of the great business houses have already resumed business, and the work of rebuilding is already begun. The foundation of the city, with its grading, its gas and water pipes, its sewerage, and its pavement, is left but little damaged; her railroads are ready to pour wealth into her bosom; the same ability and "pluck" that built the city before, are here to build it again. And we predict that three years of prosperity will put upon the 3,000 acres now so desolate, a finer city than covered them on the 8th of October, 1871.

We hope all our readers noticed the advertisement from President Gulliver of Knox College, in the October SCHOOLMASTER. Such a plan as he there proposes, if carried out by all our colleges, would, in our opinion, make a "new departure" in our education, and be the beginning of a really harmonious working that should blend all our educational operations in university, college, seminary and public school, into one system. So let it be.

We invite attention to our premium list. We offer teachers excellent facilities for furnishing themselves with literature that is indispensable to them. Hadley's little "*Lessons in Language*" should be in the hands of every teacher of young children. Bailey's "*Scholar's Companion*" will teach pupils

more of the structure of the words we use, than any other book of its size that we know. Page's "*Theory and Practice of Teaching*" is the best book we know with which to begin a professional library. Brown's "*Grammar of Grammars*" must be studied by every one who would be thoroughly furnished respecting the knotty points in this science. "*Curtis' Life of Daniel Webster*" gives a better idea of the great statesman than any other book; and "*Chambers' Encyclopædia*" is a library in itself. The "*Life and Epistles of St. Paul*" is a rich mine to the man or woman who wishes to become acquainted with the New Testament; and the "*Life of Hugh Miller*" is one of the best specimens of modern biography.

The periodicals which we offer at clubbing rates have often been referred to in the pages of the SCHOOLMASTER; not one is inferior or mediocre in character. Most of them are so well known as to need no description; and they are so various as to meet the wants of every class of readers.

The article and table in the present number, on the recent census have been prepared with some care and at the expense of considerable time. The table can be made of much value. It should be taken into the school and used at once. Errors in Geography are now taught daily. In several schools these figures have been already learned by the pupils. Correct the text-book by the table. Look carefully through the geographies with your class and change every number made from the old census report.

Next month a similar statement of the population of cities in the United States will be given. We are sure we do not exaggerate when we say that these tables alone are worth the subscription price of the SCHOOLMASTER to any person who expects to keep himself well informed.

A correspondent writes to know by what "method of measurement" a degree of latitude is found to be *longer* as we approach the pole.

Two places on the same meridian are found to be one degree apart, by astronomical observation; the distance between them is then determined by actual measurement with very accurate surveyors' instruments. Such experiments have been made several times, and always show the degrees to lengthen as we go towards the pole. On page 77 of Peabody's Astronomy, Ray's series, our correspondent will find quite a full statement, differing but little in the result from that quoted from Dr. Lardner on page 275 of the October SCHOOLMASTER: he will also find something of the same kind in Brande's *Cyclopædia*, article "Earth;" and, in many other authorities.

He says that Steele, in his "Fourteen weeks in Astronomy," page 309, says that "degrees (of latitude) *decrease* gradually from the equator towards the pole." We have not Steele's book at hand; but, if he makes such a statement, it is a mistake, typographical or otherwise. Our correspondent seems to think Steele's statement more reasonable than the true one. But, if he will remember that the earth's surface is less curved as we approach the pole, he will easily see that he must make a longer journey over this flattened surface to elevate the pole-star one degree, then he would need to make near the equator, where the curvature is greater.

We have received from a correspondent the following query. "Will you please to solve the following: $6 + 3 - 5 \times 3 \div 2 = ?$ I heard a considerable discussion, at a teachers' institute, on that series of signs and numbers. I will state that the result given by some was 6; by others, $1\frac{1}{2}$." The last is the correct result. It is a law of mathematical signs that the power of a sign of multiplication or of division never reaches over a sign of addition or of subtraction, unless the latter are inclosed in a parenthesis, or join terms connected by a vinculum. The first member of the above equation consists of three terms; the first is 6; the second, 3; the third, $5 \times 3 \div 2$. The last term equals $7\frac{1}{2}$; this is to be taken from the sum of the first two terms, leaving $1\frac{1}{2}$. Perhaps the writer intended to express the following: To 6 add 3, subtract 5 from the result, multiply the remainder by 3, and divide the result by 2. Of course, the result of all this would be 6; but the above expression would have no such meaning, if the signs are interpreted by well-settled mathematical rules.

We are glad to receive the above very practical queries; we invite all our subscribers and correspondents to send us any similar questions that may arise in the course of their educational work, and we will answer them as well as we can.

Chicago University has secured the services of Mr. O. S. Westcott, to teach a class in Mathematics. Mr. W. was formerly in the faculty of Chicago High School, subsequently western agent for the publishing house of Brewer & Tileston, of Boston, which position he now holds. If we are correctly informed, this is not the only college that has recently called Mr. W. to its faculty. Boards of school officers are often willing to permit their best teachers to leave the school for more remunerative employment, and sometimes are glad to recall these men when too late. The policy followed by all successful business men of holding to a good thing, is too seldom the policy of school authorities. We have no right to look for the best results till the successful teacher has a life position, with ample salary.

We are glad to announce to our readers, that through the kindness of an old and valued schoolmaster friend, who had charge of a Boston Grammar School years ago, when the writer was his pupil, and who has sent out into the world scores of boys, we shall be able to present them with occasional articles from the Old Bay State. One who has for so long a time been Master, and still continues in that position, is able to tell us much of the educational movements of the past quarter-century from observation. The reading of the papers is looked forward to with much pleasure.

Mr. Ira S. Baker, the late principal of Skinner School, Chicago, and former editor of the *SCHOOLMASTER*, is one of the many sufferers by the fire. He will devote himself for a time to institute work and lecturing. Mr. Baker is well known as an able and thorough worker, and we are sure will do good service for any institute that may see fit to call him.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—Your readers already know the particulars of our terrible calamity. Not less than 2,500 acres of buildings, including all of our magnificent business blocks, are swept into ruins, and 100,000 people made homeless, many of whom barely escaped with their lives. All are alike in suffering loss of property, few being exempt. The teachers are no exception, many losing all their possessions, and fleeing for miles for safety before the pursuing flames. As far as we can learn, no public school teacher lost her life, a fact for which we are profoundly grateful. Yet, though they have been able to accumulate scarcely anything during the few years of comparative prosperity, they met on the 12th October, and passed unanimously the following resolution:

"Resolved, That we tender our services to the Board of Education for one year, relying on them for such remuneration as they will be able to give, be it much or little."

There was a most hearty willingness to suffer and sacrifice for the suffering city, and every remark which hinted at the early resumption of school labor, even without the prospect of remuneration, was heartily applauded. They feel that there could be no greater source of demoralization, at this crisis, than to give up the schools; and, not like the trades-unions, who will not lift a finger unless they see the money, and then cry "eight hours a day," but like noble men and women as they are, volunteer to run the schools for no pay whatever if necessary, that the youth and children of the city may not become vagabonds and curse society, and that the hands of the business men of the city may be upheld and strengthened. We know that we will not be permitted to suffer nor be forgotten when their time of prosperity comes again. All were eager to forego every comfort, yield every right, endure toils and suffering, trusting to the good will of the Board to feed, clothe and shelter them. The Superintendent offered his services for one year gratuitously, and Inspector Queal, who has as yet lost but little from the fire, said he would place \$2,000 in the hands of the Superintendent, to be used for the relief of suffering teachers. The speeches were nearly all of a most enthusiastic character, calculated to awaken courage and hope. It was believed that people would not only not ask the teachers exorbitant prices for board, but actually open their doors and ask them to become members of their families during the school year. We sincerely hope that this will be the case, even though hitherto they have not always chosen to have teachers in their families, and sometimes refused to trust them when the Board could not pay promptly. We do not believe there will be any disposition to make money at the expense of the teachers, in any way whatever, or to keep up the line of separation between the people and the teachers. Such seemed to be the sentiment of the meeting, and there was no disposition to listen to anything that was not in the highest degree self-sacrificing. Though all were without money or credit, they resolved to live, in some way, and instruct the children. It was intimated that they would not be paid more than half their present salaries, and might not receive any more for months—that the other half was needed for the establishment of business. There was a most magnanimous feeling throughout, and, following their examples, we expect to see all city officials, and other employees of the city, either offer their services gratuitously, or labor for what the city is able to pay. Some members of the Board have begun the good work by offering to take teachers into their families, and it is confidently expected that the citizens generally will do the same.

Those of the teachers who had lost but little, and had homes to which they could go, gladly offered their places to those who have lost all. In short, there is as much energy, as much devotion to the welfare of these people, as much heroism, as much faith in the future of Chicago among the teachers as among the business men, whose fame in these respects is world-wide.

The school buildings burned are the Jones, Kinzie, Ogden and Franklin, large grammar school buildings, and the Pearson Street, the Elm Street, North Branch and LaSalle Street primary schools, making a loss in buildings of \$204,800, little of which, we understand, was covered by insurance. These schools contained about one-third of the teachers and pupils in the city.

At a meeting of the Board, held Tuesday evening, October 10th, it was resolved to employ those teachers who were left most destitute, and send for the others as fast as needed. There will not be any examination of applicants for situations, therefore, till all of the present corps are again employed, and it will be useless for those who have not been teaching here to think of obtaining situations for some time to come. It is also determined to cut down the number of teachers to the least possible force, and to dispense, for the time, with the music, drawing, and German teachers. The probability is that pupils will leave school at an earlier age than hitherto, and instruction will be confined more closely to the three 'Rs. Even during the former prosperous years the entire grammar department (the four highest grades) contained only about one-tenth as many pupils as each of the three lowest grades. It becomes necessary at this time, therefore, to do in the shortest possible time what can be done for the pupils to prepare them for the ordinary business transactions of life. It shows us plainly what are considered the essentials of a primary education. Schools will open again as soon as the buildings are relieved of the unfortunate ones, and we are able to heat the buildings.

The High and Normal schools will be closed for a time, and the buildings used by the courts and their respective clerks.

I. S. B.

INDIANA.—The Indiana State Teachers' Association will meet in Indianapolis between Christmas and New Year's. Evening lectures will be given by A. M. Gow, Dr. Bowman and Dr. Tuttle. Among the persons engaged to lead in various subjects, we find the names of Dr. W. H. Churchman, Supt. McIntyre, F. B. Ainsworth, Dr. Thos. Holmes and Hon. M. B. Hopkins. Section meetings will be held during two half-days.

The following named counties have held Institutes during the summer: Switzerland, Clark, Ripley, Perry, Brown, Dearborn, Marion, Vigo, Randolph, Jennings, Spencer, Sullivan, Harrison, Putnam, Boone, Knox, Posey, Johnson, Gibson, Warrick, Hendricks and Henry. N. A. Calkins, of New York, and E. C. Hewett, of Ill., W. A. Bell, of *Indiana School Journal*, Prof. J. M. Olcott, Prof. A. G. Alcott, A. M. Gow, are mentioned among the prominent workers. These, with much excellent home talent and a corps of energetic county examiners, have made an enthusiastic and profitable season for Indiana.

The *School Journal* intends to adopt a system of school reports similar to that inaugurated by the *Illinois Society of School Principals* at its session in 1870, at Chicago, and published in the *SCHOOLMASTER*. We are sure these reports are of much advantage, and that the possibility of the teacher's making these reports an end rather than a means is not to be feared at present. It is important, however, that each school use the same method in the computation, and for this purpose some rules ought to be made and enforced. With the reports published in the *SCHOOLMASTER* each principal signs the agreement that the figures are made in accordance with the rules of the *Illinois Society of School Principals*.

Indianapolis.—The School Board of this city have taken a "new departure" in respect to teachers' certificates; it seems to us to embody excellent sense. To teach well, demands of the teacher, qualifications in three particulars, viz: A knowledge of the things to be taught; a power to impart that knowledge; tact, wisdom and character to insure a good management of the school. An ordinary examination can teach us very little, except on the first point. In Indianapolis they propose to know something about the others before receiving the teacher into "full fellowship." We give the following extract from the report of the Committee on Examination of Teachers:

To the Board of School Commissioners:

The Committee on Examination of Teachers having had this subject under consideration, are of the opinion that the standard of qualification required of applicants should be somewhat advanced. That while the salaries paid our teachers are not large, compared with those of other cities of like grade, they are still sufficient to justify the Board in demanding a higher grade of scholarship than that heretofore required by the general school law. The committee are further of the opinion that while a certain degree of scholarship is necessary to the successful presentation of a subject, a peculiar aptness to teach, including the silent, unconscious influence exerted by a teacher, is of far higher importance. The former may be determined with tolerable accuracy by the ordinary test of an examination; the latter can be definitely ascertained only from actual experience in the school room.

To the end that persons possessing in a high degree these qualifications shall be placed in charge of our children, the committee would recommend the establishment of two classes of certificates—one a trial certificate, to cover a teacher's first experience in the schools, and to

be granted mainly on a test of scholarship; and another, that shall follow the trial certificate, to be granted on the combined tests of scholarship and a successful experience. The committee would recommend, also, that the latter certificate—the one requiring both the tests of scholarship and experience—be divided into two grades, to be denominated respectively *Principal's Certificate* and *Assistant's Certificate*; and further that the length of time for which any certificate is granted should depend on the character of the examination passed by the applicant.

The remainder of this report prescribes rules in accordance with these suggestions; among other things it is declared that no teacher shall receive a trial certificate, if in his examination he shall fall below forty per cent. in any study, or sixty per cent. in an average of all studies. It is also provided that a Teachers' Institute shall be held on alternate Saturdays, open to "all teachers of the public schools who may desire to attend them," and three hundred dollars shall be appropriated to pay the instructors of the Institute. The Board adopted the report of the committee, after some discussion.

MISSISSIPPI.—The Mississippi State Normal School commenced its session at Holly Springs, Monday, Sept. 18th. Mr. S. W. Garman, late principal, tendered his resignation. This was accepted, and the school is now in charge of Misses M. E. Hunter and S. C. Peck. Mr. Garman resigned to accept the chair of Natural Sciences in the Young Ladies' Seminary, at Lake Forest, Ill.

PENNSYLVANIA.—This State opened the sixth of the twelve Normal Schools authorized by law, on the 25th of September, at West Chester, twenty-three miles west from Philadelphia. The building for its accommodation has just been completed, is of serpentine stone and cost with the grounds over ninety-thousand dollars. About 200 pupils have already been admitted. Prof. E. H. Cook, of Connecticut, was inaugurated Principal.

OHIO.—The publishing house of Wilson, Hinkle & Co., have established a branch office at 28 Bond street, New York, to facilitate the introduction of their books and for the entertainment of teachers while visiting the city. They have fitted up their rooms conveniently and furnished them with the magazines, daily and weekly papers. All friends and patrons of this house in Illinois please take notice that the address of their agent, Mr. Wm. Isenberg, is Bloomington, Ill., instead of Chicago as heretofore.

TEXAS.—We have received two newspapers from Houston, Texas, both bearing date of Sept. 28th. From these we gain several facts in regard to the new public school system. The following extract is from the official notice for the examination of teachers:

Teachers will be examined in the following subjects:

FOR CERTIFICATES OF THIRD CLASS.

Orthography, Reading, Mental and Practical Arithmetic, Penmanship, Geography, English Grammar, and History of the United States.

FOR CERTIFICATE OF SECOND CLASS.

Applicants must be proficient in the studies of the Third Class, and have a thorough knowledge of Higher Arithmetic, English Composition, Modern History, Physical Geography, Constitution of the United States.

FOR CERTIFICATE OF FIRST CLASS.

Applicants must be proficient in the studies of the First and Second Classes, and have a general knowledge of Algebra, Geometry, Ancient History, Elocution, Natural Philosophy, Anatomy and Physiology, Latin Grammar, Latin Reader and Caesar.

In another place we find the following paragraph in regard to teachers, their salaries, etc.:

The free schools are just being opened for the first time in this State. Teachers' salaries as fixed by law, are, to those holding third class certificates, seventy-five dollars per month; second class, ninety; first class one hundred and ten; Principals, one hundred and twenty-five to one hundred and fifty dollars per month. The school fund of Texas is the largest of any State in the Union. The counties have nothing to do with school money. It is all paid into the treasury at the State capital, and drawn from there. All the public lands of Texas and one-fourth of all the taxes collected in the State, are set apart for school purposes. All persons are required by law to send their children four months in each year. The number of applicants for positions as teachers is very large, but those passing examination are few, while those getting first-class certificates are few indeed.

Many teachers from the north have gone to this State. We judge from the advertisements of the book-sellers that most of the text-books used are published by A. S. Barnes & Co., of New York. The two papers are violently political in character, and represent both parties. One of them charges the opposing party with being enemies of

free schools; while the organ of the accused party takes much pains to refute the charge, and to prove that its party is friendly to free schools. Of course, we have nothing to do with the truth or falsity of the accusation; but the charge and its denial seem to indicate pretty clearly that opposition to free schools is not supposed to increase the popularity of a political party in Texas. So ought it to be everywhere; let the teachers in Texas, and in all the other States, make such schools that no politician will dare to oppose them.

IOWA.—*Marshalltown*.—The report of Mr. Chas. Robinson, Superintendent, to the School Board, for 1870-71, is a complete and satisfactory document. There are eleven teachers, all ladies with an enrollment of 880. Average number belonging 519, and per centage of attendance of 90.1. The entire report reflects credit on the management of schools in Marshalltown.

CURRENT ITEMS—President Elliot, of Harvard University, spent his vacation in a yacht, sailing along the Eastern coast and passing the night on some island or on the beach.

Vassar College has an excess of revenue over expenses, of nearly twelve-thousand dollars for the year ending June 22, 1870.

James R. Osgood, Esq., of James R. Osgood & Co., has the honor of being the first overseer of Bowdoin College, elected under the recent vote of the overseers authorizing the election of two members of that body by the alumni.

Among the lecturers for this year will probably be J. A. Froude, the English historian, Prof. Tyndall, John Hay, C. C. Coffin. ("Carleton"), Robert Collyer and a host of others.

In Dartmouth College nine scholarships of \$1,000 each have been founded in the past year, and a gentleman has offered \$12,000 toward a new library, in case \$50,000 can be raised.

At Heidelberg, in Germany, there is not a language, ancient or modern, without its competent professor to teach it to all comers. A Japanese student, unable to speak a word of German, found there on his arrival a teacher able to converse with him, and give him lessons through the medium of his own language.

Mrs. Hubbell, the wife of Peter Hubbell, of Charlestown, Massachusetts, has endowed a Professorship of Pastoral Theology (Episcopal) to be called the "Peter Hubbell Professorship," placing it on a permanent basis by the gift of \$25,000 out of the estate of her late husband, and as a perpetual memorial of him. The Rev. Dr. Cole has been nominated by the donor as the first Professor on this foundation, the late Mr. Hubbell having been his life-long friend.

The State University at Lincoln, Nebraska was formally dedicated and opened in September.

One of the instructors in the Yale Law School is a Roman Catholic—an evidence of a liberal Christian spirit.

Monmouth College, Ill., commences its sixteenth year this fall with three hundred students in college. The building has been handsomely refitted and furnished during the past vacation.

Charles F. Dunbar, of the Boston *Advertiser*, has left that paper and become a member of the faculty of Harvard University.

The following illustrates some of the beauties of a compulsory law: There is a law in Texas which prescribes fines for the non-attendance at school of any of the "scholastic population between the ages of six and eighteen years." A girl of seventeen, not wanting to have her father fined, wrote the following touching appeal: "I have a husband to care for, a child to nurse, clothes to wash, meals to cook, and a house to clean. If they make me attend school another year, everything will go to ruin."

An exchange says that in the office of the New York *Evening Post* Mr. BRYANT has (it is alleged) hung up a catalogue of words that no editor or reporter is allowed to use. Among these interdicted words are bogus, authoress, poetess, collided, debut, donate, donation, loafer, located, ovation, predicate, progressing, pants, rowdies, roughs, secesh, osculate (for kiss), indorse (for approve), lady (for wife), jubilant (for rejoicing), bagging (for capturing), loaned (for lent), posted (for informed), realized (for obtained.)

REPORT OF ATTENDANCE FOR SEPTEMBER, 1871

	No Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or Tardy.	SUPERINTENDENTS.
Cincinnati, O.....	21,992	10	21,644	21,250	98-1	2,329	.....	John Hancock,
West and South }.....	1,152	18	1,091	1,031	94-5	170	483	{ J. H. Blodgett.
Rockford, Ill., }.....	1,033	17	997	968	97-1	27	.....	{ O. F. Barbour.
Janesville, Wis.....	1,000	20	925	880	95-0	294	412	W. D. Parker.
Alton, Ill.....	753	15	663	636	96-0	73	.....	E. A. Haight.
Ottumwa, Iowa.....	674	20	610	602	98-6	180	274	L. M. Hastings.
Charleston, Ill.....	573	25	541	513	91-5	350	130	M. Moore. A. M.
Geneseo, Ill.....	507	20	442	416	94-6	94	289	S. W. Maltbie.
Marshalltown, Iowa.....	497	18	450	397	90-0	238	167	Chas. Robinson.
Dixon, Ill.....	487	19	447	424	94-8	17	212	E. C. Smith.
Clinton, Ill.....	386	19	337	318	94-3	50	199	S. M. Heslet.
Normal, Ill.....	334	18	267	238	89-0	80	82	Aaron Gove.
Henry, Ill.....	329	20	302	287	88-5	478	43	J. S. McClung.
Lexington, Ill.....	309	18	281-6	267	95-0	59	147	D. J. Poor.
Belvidere, Ill.....	306	10	287	265	92-3	5	128	H. J. Sherrill.
Batavia, Ill.....	160	20	158	148	93-5	50	98	O. S. Snow.
Yates City, Ill.....	144	21	132	125	94-0	194	31	A. C. Bloomer.
Maroa, Ill.....	89	20	89	79	88-8	5	36	Ed. Philbrook.
Creston, Ill.....	5,359	18	4,874	4,691	96-2	613	2,751	P. R. Walker.
Indianapolis, Ind.....	2,445	18	2,242	2,166	96-5	660	1,237	A. C. Shortridge.
Terre Haute, Ind.....	285	20	252	2,368	94	230	86	Wm. H. Wiley.
Chester, Ill.....	403	—	334	310	93	—	47	C. L. Howard.
Winterset, Iowa.....	369	20	353	319	91	171	109	Henry C. Cox.
Frankfort, Ind.....								E. H. Staley.

The monthly reports presented herewith are quite too meager, not enough schools are reported. Superintendents must remember that we go to press on the 15th. If you have not the blanks for making reports, send to us at once for them. It is understood and agreed by all, that the reports are made out in accordance with the rules of the Illinois Society of School Principals, given below :

1. Every pupil, upon entering the school, prepared with books and other requisites for performing his work, shall be enrolled as a member of the school, and the record of every pupil so enrolled shall be preserved, and shall enter into and form a part of the record of the school, whether he be a member for one day, for one week, or for an entire term.

2. Every pupil who shall have been in attendance during half or more than half of a given session shall be accounted present for that session; otherwise he shall be accounted absent.

3. The name of any pupil who shall have been absent five consecutive days for sickness, shall be dropped from the roll; and the name of any who shall have been absent for three consecutive days for unknown cause, or for other cause than sickness, shall be dropped from the roll, as soon as the teacher has positive knowledge that he has left and does not intend to return.

4. No record of attendance shall be kept for any half day, unless the schools shall have been in session for at least one-half of the half day.

5. Any pupil that shall be absent from the school-room at a definite time previously fixed for the beginning of the session, shall be marked tardy; except in case where a pupil, after having been present in the school-room, shall be sent by the teacher in other parts of the school-building, or upon the school premises, to attend to business connected with the school.

6. The average number belonging shall be found by dividing the whole number of days of MEMBERSHIP by the number of days of school.

7. The average daily attendance shall be found by dividing the whole number of days PRESENT by the number of days of school.

8. The per cent. of attendance shall be found by dividing one hundred times the average daily attendance by the average number belonging.

ILLINOIS.—*Teachers' Institutes* will be held in Stephenson county, the first days of December; in McHenry county, beginning October 30th; in St. Clair county, commencing November 22d; in Will county, about the 15th of November; in Woodford county, November 15th–17th inclusive, and in Macoupin county, November 13th–17th.

THE EIGHTEENTH ANNUAL MEETING OF THE ILL. STATE TEACHERS' ASSOCIATION will be held at Dixon, December 26th, 27th and 28th, 1871. Arrangements are making for a full attendance of educators and teachers of the State. The Executive Committee have already nearly completed their arrangements. Full particulars will be published in the next number of the SCHOOLMASTER.

PROGRAMME OF EXERCISES.—TUESDAY, Dec. 26th.—11.00 A. M.—Opening exercises, appointing committees, &c. 2.00 P. M.—*President's Address*, J. H. BLODGETT. 2.45—*Methods of Teaching Elocution*, Miss L. C. PERKINS. 3.30—Recess. 3.40—Report of Committee on Amendments to the Constitution of the Association. 7.30—Address, *Religion in the Public Schools*, COL. L. H. POTTER.

WEDNESDAY, Dec. 27th.—Association meets in sections. HIGH SCHOOL SECTION, *Chairman*, J. B. ROBERTS. 9.15 A. M.—*Natural Sciences*. To what extent should they be taught, EDWIN P. FROST. 9.45—Discussion, DR. GEORGE VASEY and BENJ. P. MARSH. 10.30—Recess. 10.40—*Course of Mathematics*, THOMAS METCALF. 11.10—Discussion, H. C. DEMOTTE and ———. INTERMEDIATE SECTION. M. ANDREWS, *Chairman*. 9.00 A. M.—Opening Exercises. 9.15—*Subject Analysis*. J. W. Cook. 9.45—Discussion, O. T. SNOW and Miss MARY PENNELL. 10.30—Recess. 10.40—*Course of Study in Geography*, ENOCH A. GASTMAN. 11.10—Discussion, E. C. HEWETT and Miss S. E. RAYMOND. PRIMARY SECTION. *Chairman*, C. P. SNOW. 9.00 A. M.—Opening exercises. 9.15—*Oral Instruction*, Miss A. G. PADDOCK. 9.45—Discussion, HENRY FREEMAN and W. B. POWELL. 10.30—Recess. 10.40—*Methods of Reading*, ———. 11.10—Discussion, F. HANFORD and ——— BENNETT. 12.00—Intermission. 2.00 P. M.—*School Laws of Illinois*,—HON. NEWTON BATEMAN. 2.45—Discussion, J. L. PICKARD, RICHARD EDWARDS, B. G. ROOTS and S. H. WHITE. 4.00————. 7.30—Address, *The New Departure in Education*, D. L. LEONARD.

THURSDAY, Dec. 28th.—9.00 A. M.—Opening Exercises. 9.15—*Philosophy of Education as developed with the Deaf and Dumb*. This exercise will be illustrated with a class from the Deaf and Dumb Institution. P. G. GILLET. 10.15—Discussion, ———. 10.30—Recess. 10.40—*County Institutes*, E. L. WELLS. 11.10—General Discussion. 11.35—Business Intermission. 2.00 P. M.—*School Government*, J. M. GREGORY. 2.50—Discussion. 3.20—General Business, Election of Officers, Reports of Committees, etc., etc. Arrangements for music have not yet been made.

Bloomington.—The Bloomington Public Schools began the present school-year on the 18th of September, and are now in successful operation. The Board of Instruction consists of Supt. Etter assisted by forty-eight teachers. The great question which has elicited much thought has been, "What shall be done with the flocks of children which come seeking admission to our schools, and for whom there is not sufficient room?" The question has been solved temporarily by fitting up basement rooms, and crowding them a little more compactly than last year. The number of pupils enrolled for the month just closed is about 2,400. Regular meetings of the Teachers' Association are to be continued monthly through the year. S. E. R.

The schools are all crowded to overflowing. The Board of Education have introduced the German language into the high-school and the four upper grades of the ward-schools. Mr. Loewenfels, for many years a teacher in the Prussian military schools, has been engaged by the Board at a salary of \$900 a year as teacher of German.

Marshall County.—T. J. SHOW has been appointed Superintendent of Marshall County in place of John Peck deceased,—not T. H. Shaw as we carelessly said in the September SCHOOLMASTER. Mr. Show was, for a time, a member of the Normal University. He is a gentleman of energy and good education; he will do good work for the schools of Marshall.

Iroquois County.—The Fall Institute was held at Watseka, October 2d to 6th inclusive. About eighty teachers were in attendance. Considering, however, that there are nearly 300 teachers in the county, this number is not as large as it should be.

Many of the exercises were conducted by residents of the county. Meetings were held every evening, in the Court House, and were well attended by the citizens. Hon. J. O. Cunningham and Dr. Gregory, of Champaign, and Prof. Hewett, of Normal, gave evening addresses. The SCHOOLMASTER will visit quite a number of the Iroquois county teachers during the coming year.

Robert Proteus has charge of the Graded School in Watseka. They have a fine building, situated in a beautiful grove. A. C. Cotton has charge of the Gilman Schools; and Prof. J. T. Dickinson is Principal of the Seminary at Onarga. Dr. L. T. Hewins, of Loda, is County Superintendent; he is a gentleman of earnest spirit, and is laboring vigorously at his work. It would be well, however, if some provision could be made by which the Superintendents in our very large counties could have assistants. No one man, however earnest, able and industrious, can properly oversee 250 teachers, besides doing the other necessary duties of his office.

Artesian wells are a peculiarity of Iroquois county; there are two in Watseka; and, in a droughty, dusty time like this, the sight of a sparkling fountain, like that springing from the artesian well in the center of Gilman, is good for sore eyes.

Menard County.—The second session of the Petersburg Seminary began its first term on the 10th of September, with Mr. David Bone as Principal, and Miss Mollie Rainey as Assistant. Both are natives of Menard county. Mr. Bone is a member of the class of '70, Yale College. Miss Rainey attended the Normal-school one year.

Adams County—School Statistics.

Whole number of school districts.....	188.
“ “ persons under 21 years of age.....	27,899.
“ “ “ between 6 and 21 years of age.....	21,901.
“ “ pupils enrolled in school... ..	12,536.
Total expenditures for year ending July 31.....	\$148,159.45
“ amount paid male teachers for year ending July 31.....	36,535.31.
“ “ “ female “ “ “	34,107.68.
“ “ “ teachers “ “	70,642.99.
Average monthly wages paid teachers.....	37.45.
Total number applicants examined during year.....	257.
“ “ rejected “ “	87.
Number 1st Grade Certificates issued	27.
“ 2d “ “ “	143.
Total number Certificates issued.....	170.

The following letter from a teacher in southern Illinois tells of room for improvement in school buildings and grounds:

“This is my first day's teaching school this fall. I have a house well ventilated. The plastering of the walls of the house is off considerably, and also overhead. The floor of the house has large apertures. Some window glass is broken. The door has no latch, but a string, so that we can tie it shut. The house is on the common, (not enclosed). But I am doing well. We have a small dog to drive the hogs away and he understands his business perfectly. I wish I knew mine as well. The weather is fine, and the scholars *all* study well. A teacher from Normal taught here last summer, and by the appearance of the scholars I have a favorable opinion of him. I have no reason to complain. All things seem to go off right.”

ILLINOIS NORMAL.

PHILADELPHIAN SOCIETY, } *Editors.* { WRIGHTONIAN SOCIETY,
N. B. REED. } S. W. PAISLEY.

In presenting to the readers of the SCHOOLMASTER the few items we have gleaned from the many events occurring in connection with the Normal University, we hope to please the students now attending. We shall, from time to time, send the record of their work in the societies to the friends of the institution and subscribers of the SCHOOL-

MASTER, who reside in nearly every State and Territory of the Union. At the same time, we hope to interest the graduates and absent members, by informing them of the locality and occupation of their classmates, and by keeping them posted in regard to all interesting events at their Alma Mater. Any person knowing the situation and salary, or other facts concerning graduates and former students of Normal, will do us a great favor by sending the same to us. We trust all friends of the Normal, and teachers interested in the cause of education, will assist in obtaining subscribers for the SCHOOL-MASTER. On the 16th of September, the Philadelphian hall was, at an early hour, well filled with both old and new members,—the old ones knowing that in the Philadelphian hall the demand for seats is always greater than the supply,—the new, anxious to observe the *modus operandi* of Normal Literary Societies. The Society was called to order by the Vice President, Ed. James. The exercises were as follows:—A dialogue: "Old-fashioned Examination of Teachers," by Mr. Colton and others. The exercise was amusing and instructive; the successful applicant and the "Board" exhibited *rare* qualifications in orthography, spelling a well-known article of food, "b-e-a-f-s-t-a-k-e;" this we considered as hard, and a little tougher than the genuine "Normal beefsteak." An essay by Miss Hovey; subject: "A few words about friends;" the essay was good, and well-read. An oration: "Our British Contest," by Newt. B. Reed. A report of the Librarian, Mr. Greeley, showed the library to be in a good condition. A report of the Treasurer, Mr. Beckhart, showed the financial condition to be satisfactory. At the Installation of Officers, a letter from Miss Blake, the former president, was read, after which the Vice President made some short but pointed remarks. The President, Mr. Richey, showed himself accustomed to the stage, and delivered an able address; he understands the true secret of Philadelphian success, and made a special request for original productions. "Sam Weller's Valentine," by President Edwards, brought continued peals of laughter from the audience. Prof. Metcalf gave a highly interesting lecture; subject: "Life on an Ocean Steamer." The Professor is undoubtedly a man of very liberal views; we noticed that he allowed an inch for the variation in the length of men's noses. The exercises of the Philadelphians on the evening of September 23d were, as a whole, very good. The essay, "Old shoes, and thoughts suggested by them," by Miss Phillips, was quite expressive. Instrumental music, by Miss Ware. The Philadelphians congratulate themselves in possessing such an able musician. "The Ladies' Garland," by Mr. Blount and Miss Kellogg, was the most important exercise of the evening. Vocal music by Miss Corwine. A debate, by Professors Hewett, Stetson, Sewall and Edwards, was very amusing. We have not space to notice all the strokes of wit displayed during the debate; it was, however, of a literary character. September 30th.—The Philadelphian hall was filled to its fullest capacity. This rush we concluded was caused by the throng leaving the neighboring hall to escape the monotony of a debate. There is no exercise in the societies so instructive and practical as a well-prepared debate, yet we notice that debaters generally face many empty seats. The exercises were as follows: Music by Miss Camp. An essay: "Say just what you mean," by Miss Fally. An oration: "Purity of thought," by Mr. McGrath. Dramatic reading by Prof. Hamill, of the Illinois Wesleyan University. An oration: "Power of Earnestness," by Mr. Beckhart. Reading, by Miss Gaston; subject: "Betsy and I are out." Reading, by Miss Karr: "How Betsy and I made up." An oration by Mr. Guy; subject: "Sympathy for Ireland." A motion, favoring the drawing of members of the High School into the societies on the same conditions as the Normal School, excited quite a lively discussion. It was supported by Messrs. Greeley, Hovey, Reed and Templeton, and opposed by Messrs. Driver, Jo. Carter and Sabin; carried. The discussion showed that the Philadelphians handle practical measures in parliamentary style. October 7th.—The Philadelphian hall was, as usual, much crowded; this shows the efficiency of the President in procuring first-class exercises. The programme this evening consisted of the following: An oration: "*Presto maturo, presto marceo*," by Mr. Rulison. "The Ladies' Garland," edited by Misses Morgan and Rand. The "Garland" was certainly fair, and very fragrant with wit and humor. A recitation by Miss Warne; subject: "The Golden Gate." Select reading, by Miss Dell Cook. A paper in memory of Miss Emmons, was read by Miss Flora Pennell. Vocal music by Mrs. Craighead. Many of the exercises were worthy

of special notice, but our space forbids. The Wrightonians held their first regular meeting for the current year, on the evening of September 16th. At 7½ o'clock a goodly number had come in to enjoy the exercises of the evening, and to engage in that sociality which characterizes the Normal societies. Miss Bell Houston, the President, made a brief but pleasant speech in which she heartily thanked the members for their support, and predicted a bright future for the society. Mr. Kimbrough, the President elect, then addressed the society in behalf of earnest work, and took his seat. The oration of Mr. Johnson contained some good thoughts; the style of delivery was creditable. The reading of "Horatius at the bridge" was given in a style peculiar to Dr. Edwards—a manner which never fails to fix the attention of every listener. The lecture by Mr. Leonard indicated much care and research in preparation. The Critic's report, by Prof. Hewett, was commendable for good counsel. The time before recess, on the evening of the 23d, was largely taken up by a lecture by Prof. Metcalf; "Scenes in Switzerland." Very pleasant it was to follow along with him, in thought, through vales, over hills and mountains, stopping here and there to look at some curious thing, and learn its history. Miss Mattie Flemming read an essay. The only debate during the month was on the *tariff question*, participated in by Gentlemen Lamb, Wilson, Rayburn and Hobart. The young men deserve credit for the careful attention they had given the subject before attempting to talk about it. The exercises on the evening of October 7th were very flattering in their character. Allen Mason delivered an oration that would have been a credit to one of more years than he can boast. Mr. Roberts' paper was a very fine effort. The society paper, by Miss Ward and Miss Edwards, was well read. The music by the Glee Club was appreciated. The society had the pleasure of listening to a song by Miss Ford and Miss Keefer. The lecture by Mr. Edwards, entitled "Patent methods of education," was a cursory review of the history of education, with the lecturer's own thoughts and suggestions. Will Smith, an old Wrightonian, and graduate of the class of '70, was present. He made a very pleasant but brief speech. The Edwards' Debating club still holds its weekly meetings. Miss Alice Chase is teaching in Peoria. G. G. Manning and wife (Miss Kingsley) have charge of the schools in Peru, Ind. C. H. Crandell has gone to Troy, N. Y. J. W. Hays is teaching in Urbana. George Mason is at Pekin; salary \$900. Miss Maria Sykes is teaching at Geneseo, Ill. Jo. Carter is farmer, teacher and railroad director. Chas. Moore is at Tremont. C. D. Mowry is at Pecatonica; salary \$1,100. John Gibson is at Adeline; salary \$850. Arthur Edwards is reading law in Bloomington. Will. H. Smith is at Tonica. Duff Haynie and Will. Burry are at Harvard. Ben. Hunter is studying law. Capt. Smith is at Pontiac; salary \$1,200. A. C. Cotton is at Gilman. Maggie Hunter is in Mississippi; salary \$1,400. Miss Coffeen is teaching in Normal Public High School. W. T. Crow is at Rochester. W. C. Heaglen is at White Hall. Letty Mason has returned to her home since the disastrous fire at Chicago. She was there attending medical lectures.

SEPT. 18, 1871.

A meeting of the faculty and students of the Normal University was held to-day for the purpose of taking the sentiment of the school relative to the death of our friend R. Morris Waterman, a member of the graduating class of 1871.

On motion, a committee consisting of Prof. Cook, Mr. Paisley, and Misses Phillips, Warne and Furry was appointed to draft resolutions concerning this sad event. This committee reported on Friday, Sept. 29th, as follows:

Whereas, Our esteemed friend and late fellow-student, R. Morris Waterman, has been suddenly called from our midst to "the rest that remains;" therefore,

Resolved I That in his early death we have lost a dear friend and faithful fellow-worker, his family an affectionate son and brother, the State a devoted and successful teacher, and society one of its richest jewels—a good man.

Resolved II, That his genial nature, his courteous consideration for the feelings of others, his quiet devotion to the duty of the hour, remain in our memory; and, though gone from among us, he shall still live in our hearts, prompting to generous thoughts and good deeds.

Resolved III, That we offer our earnest sympathy to his family and friends in this their sad bereavement.

Resolved IV, That copies of these resolutions be sent to the Bloomington and Elgin papers, the *SCHOOLMASTER* and *Teacher*, and that a copy of the same be sent to his parents.

On motion these resolutions were unanimously adopted.

LOUISE RAY, Secretary.

RICHARD EDWARDS, Chairman.

OCT. 3, 1871.

The Normal School held a meeting to-day for the purpose of expressing their sentiments regarding the death of our friend, Alice Emmons. Less than a week since a similar meeting was held relative to the death of another friend. Several members of the faculty spoke with much feeling on the loss of so valuable a member of society, and were united in their estimation of her rare worth and unexceptionable christian character.

On motion a committee was appointed to draft resolutions expressive of our grief, and of sympathy for her family. The committee, consisting of Prof. Stetson, Miss Flora Pennell and Miss Louise Ray, offered the following report :

Whereas, Miss Alice Emmons, a recent graduate of this institution and well known to many of us, has, in the providence of God, been called from earth,

Resolved, That we remember with pride the high intelligence, the fine culture, the intellectual vigor, and the rare maturity of our deceased friend, while we dwell with tender recollection upon her sweet serenity of disposition, her true womanly dignity, and the christian graces which adorned her character.

Resolved, That to the family of our friend in this hour of their deep affliction, we tender our heartfelt sympathy.

Resolved, That these resolutions be published in the Bloomington papers, the *SCHOOLMASTER* and the *Teacher*, and a copy be transmitted to the friends of deceased.

On motion these resolutions were unanimously adopted.

RICHARD EDWARDS, Chairman.

CLARA S. GASTON, Secretary.

BOOK TABLE.

Chambers' Encyclopædia, a Dictionary of Universal Knowledge for the People. J. B. LIPPINCOTT & Co., Philadelphia, C. S. BURROWS, Chicago. Parts 48 to 56. 60 cents each.

We have before spoken particularly of the merits of the preceding parts, and can express our idea of the work in no better way than to quote from some who have given it especial attention.

Richard Grant White says : "Within its scope I do not know of a compendium of general knowledge so trustworthy and so useful as this promises to be. The articles upon language which I noticed seemed to me unusually clear and instructive, and that upon 'esthetics' struck me as remarkable for the correctness and fulness of its statement, and the delicacy and precision of its philosophical distinctions. The maps are excellent, and the illustrations are invaluable."

Rev. T. C. Anderson, D. D., President of Cumberland University, Tenn., says : "I have examined the numbers of *Chamber's Encyclopædia*, and compared the articles with the corresponding portion of the *American Encyclopædia*, and it is my deliberate opinion that Chambers' is better adapted for general circulation than the larger work."

Henry T. Tuckerman says : "The fresh and elaborate scientific knowledge it imparts, and the patient biographical and historical compends with which it abounds, render it, independent of the maps and other illustrations, one of the very best and most complete works of the kind ever projected ; and its price brings it within the reach of the masses."

B.

Hadley's Lessons in Language. Chicago, HADLEY BROTHERS, 1871.

We welcome this little volume as the beginning of a new era in teaching language. For several years it has been evident that text-books in primary grammar were not filling the want of the school-room. Many new departures have been made, differing from each other perhaps in detail, but with the same general underlying principle as is seen in Mr. Hadley's work. We do not agree fully with all the author's methods ; it is quite likely that he may make some modifications in subsequent editions ; but we are satisfied that this book contains the germ of a revolution in grammar-teaching. It is pleasant to know of the success of the publishers. A third edition is already issued.

Elements of Physiology, by JUSTIN R. LOOMIS, New York. SHELDON & Co. Revised edition, 1871.

This book of 247 pages is published in that attractive style that comes from the publishing house of Sheldon & Co. The binding, paper, and press-work are first-class. The original work of the author has been revised and amended so that the book is ready for the study of to-day. It is not especially adapted to the primary-school nor to the college, but eminently the text for our high-school work.

First Lessons in Physics. C. L. HOTZE. HENDRICKS & CHITTENDEN, St. Louis.

A little volume for beginners in Natural Philosophy. Large, clear type, on tinted paper; for young classes this seems just the thing.

A Comprehensive Dictionary of the English Language, revised and illustrated. JOSEPH E. WORCESTER, LL. D., Boston. BREWER & TILESTON, 1871.

This old friend appears in new form and presents for common-school use, a necessary companion for the pupil. The former work issued eleven years ago was to us a valuable book. This revised edition contains two hundred more words, with an appendix astonishingly complete for the size of the book; in our high or common schools there is no work which the pupil will be able to do properly without a dictionary; and while we are willing to believe in the great value of other English dictionaries, this, to our mind, in quality and price has no superior.

Outline of Sir William Hamilton's Philosophy: a Text-book for Students. By the Rev. J. CLARK MURRAY, with an *Introduction* by Dr. MCCOSH, of Princeton. GOULD & LINCOLN, Boston.—This is a book of 257 pages, prepared by one of Hamilton's pupils, who is Professor of Philosophy in Queen's University, Canada. It aims to give an outline of Hamilton's system, in his own language, gathered from several of his works. Dr. McCosh, in his introduction, vouches for the accuracy with which the editor has done his work. We have looked through the book with some care, and it seems to us to be adapted to its purpose, viz: as a text-book for students. H.

Underwood's Hand-Book of English Literature. Boston, LEE & SHEPARD; 1871.—A well-bound volume of 601 pages, containing copious and well-selected extracts from all prominent and deserving British writers. The preface is interesting as setting forth the design, while the welcome fact is made public that "a second volume, containing extracts from the works of American authors, made on a somewhat more liberal scale, is nearly ready, and will be issued uniform in style with this." The Historical Introduction of thirty pages prepares the student for a careful study of the selections that follow, and which make up the body of the work. Each extract is preceded by a concise but comprehensive sketch of its author. Mr. Underwood set about the task of preparing this book with a definite purpose in view; he was selected for the work by a committee of the Boston High School Board. That the work has been well done, no reader of the volume need be told. Its publication could have been intrusted to no better firm than Lee & Shepard, whose skill in publishing school-books is superior.

The Fifth Reader, by LEWIS B. MONROE, Supt. Physical and Vocal Culture, Boston Public Schools. COWPERTHWAIT & Co., Philadelphia; 1871.

This pleasing book forms one of a prospective series, of which it is, at present, the sole representative. It is, in character, what might be expected from a man of Mr. Monroe's standing in the school world.

Feeling the importance of the School Reader in its effects upon the style of expression, and even the character of the child, he has endeavored "to compile a book which should be, first of all, pure and ennobling in its moral influence; and next, one which should be both profitable and enjoyable." Will our teachers of reading in the common school, take time to examine this sensible preface, and then realize the responsibilities of their positions in this department.

A few of the early pages are devoted to remarks respecting position of body while reading, and directions for physical exercises to strengthen and develop the muscles employed in producing tone. These exercises are more practical in the graded school of the city than anywhere else, with its superior appointments, but can be made of practical utility anywhere if the teacher *only will*.

The subsequent pages of the introduction are devoted to remarks on the use of the voice, and examples in articulation, inflection, quality, etc. There are few things so

helpful to distinct articulation as the vocal analysis of words into their elementary sounds. No hint of such an exercise is found, however, in this otherwise valuable introduction.

The selections for reading are excellent in character, having a pleasing and instructive variety. The book abounds in lessons requiring naturalness of tone, and has but few of "The Raven" class by which stilted methods of expression are taught.

A somewhat novel feature of the work is the list of sentences following each and most of the lessons, in which italicised words are to be changed for synonyms. The author has marred their value in some cases by supplying the very thing for which he has asked, and yet left the pupil as much in the dark as before. Thus on page 245, example 3, we have "—with an *ingenious pertinacity* dived in (artful obstinacy)."

How "artful obstinacy" is more expressive to the child of 12, than "ingenious pertinacity," is not readily seen. There is always this danger in the "synonym" method of defining.

Again, on page 157, example 1, we find the following: "Murillo found *unfinished sketches* upon the canvas." Would it not be well, also, for the pupil to tell something of Murillo, as being somewhat stranger than the meaning of either of the other words?

The mechanical work is excellent in character. The binding is good, and the printing large and clear. The paper, however, is too delicate for the hands of a "human boy" after play time. As a whole, the book is a valuable addition to the school books of the time, and it seems strange that the publishers are so tardy in finishing the work so well begun.

C.

Elements of Trigonometry, Plane and Spherical; by EDWARD OLNEY, Professor of Mathematics in the University of Michigan. New York, SHELDON & COMPANY; 1872 (!)

Perhaps, considering the date of issue, (see above,) we ought to experience no feeling of surprise that the preface to this volume has not reached us. Despite the pretentious character of some prefaces, and the depreciative tone of others—we were not thinking particularly of school text-books when the depreciative list seized our thought—we confess to an agreeable sensation on beginning to read this part of any book: we are always gratified by the prospect of so off-hand an introduction to the author, under circumstances favorable for learning what he thinks he has done. A table of contents is also welcome, but does not appear in this volume.

We have found too little time for a thorough examination of Prof. Olney's "Elements." It is an octavo, embracing 200 pages, on firm, tinted paper, the last 88 pages bearing the tables of Logarithms of Numbers, Logarithmic Functions, &c. It therefore contains about one-third more matter than Greenleaf's "Elements," and not quite half as much as the Treatise by Prof. Chauvenet.

In the last-named work, (first issued twenty years ago,) the author, without stating the reasons for his choice, presents the trigonometric functions *as ratios*; and in Greenleaf's Trigonometry the same step is prefaced with the remark that "this improved method has not only now (1861) superseded the ancient in English and French works, but has been approved and adopted generally by the best American mathematicians." Prof. Olney, on the other hand, if we have not been careless in observing, condenses his regard for the new method into a respectful scholium of four lines, the gist of which is that "ratios are frequently made the definitions of trigonometrical functions." We are yet more anxious to see his preface.

No mind save one that has toiled in the class-room could well indite the cautions and encouragements that find place in notes and scholia all along in the progress of this work. The author points out ways in which to memorize certain formulas; shows the absurdity to which an exchange of the terms of a certain fraction will lead; and, at almost every stage when introducing terms which are new to the student, provides copious illustrations. These frequent comments may possibly interrupt the reader who seeks only the author's plan of developing his subject, but will be grateful to the average pupil. And we judge that our American teachers will share the same feeling, on finding some problems inserted, "not as any part of a treatise on pure science, but as affording good mental exercises, and valuable and interesting information."

M.

An Elementary Algebra for Schools and Academies. By JOSEPH W. WILSON, A.

M., Professor of Geometry in the Central High-school, of Philadelphia. Philadelphia, ELDREDGE & BROTHLY, 1872.

From the brief preface to this work of 240 pages, we learn that "the examples are very numerous, and are all original"; also, that "such expressions as *add the equations together*, are carefully avoided,"—two very good things, *if* good, and *if* well stuck to. The claim to accuracy of language is scarcely sustained; as witness the following:

(1.) Page 167. "NOTE. In this example, *add the second and third equations*, and the value of x may be found at once; *subtract the second from the first*, &c." No doubt the author has already been pained by the presentation of this note, and we pass to say that we heartily thank him for an approximation toward eliminating from one text-book an expression so inaccurate that, as it seems to us, it should never have found place in print, especially under the proof-reading of a mathematician.

(2.) "Adding or subtracting does not eliminate x or y . Adding, we *would* have, &c." Is it indeed too late to withstand the growing looseness in the use of *will* and *would* for *shall* and *should*!

(3.) "The sum of two quantities multiplied by their difference is equal to the difference of their squares." What "multiplied"? We like better the unmistakable utterance, "The *product* of the sum and difference of two quantities, &c."

(4.) "Cancelling common factors of any numerator and any denominator." This is a very poor substitute for "Cancelling factors common to any numerator and any denominator."

So far as we have observed, the problems *are* good. In introducing new topics, the explanations and illustrations are clear and to the point. The chapters on Factoring are, for an elementary work, charmingly full. As to Prof. Wilson's rank-and-file method (perhaps '*infantry*' method' would be better,) of finding the least common multiple, we '*will* have none of it' with pupils who are strong enough to grapple with the prime factors of ordinary monomials. M.

PUBLISHERS' DEPARTMENT.

The publishers of the CHICAGO SCHOOLMASTER enter upon their second half year with excellent prospects. Six months ago they assumed control of this journal. No pretensions were set forth, no promises of what would be done. Their success has been marked, the subscription list has been doubled, the edition materially increased, so that now they send out monthly to actual subscribers, SCHOOLMASTERS more than they had dared hope. Commendations from old friends are many, while new ones are continually making themselves known. It is the intention to make the journal such that it shall be invaluable to the school public. The subscription price is low, lower than can be afforded unless a large circulation is maintained. The prospectus for 1872, on cover page, is put forth in no sense of boasting, but states precisely what is expected to be done. At the present rate of increase, in another six months the subscribers of the CHICAGO SCHOOLMASTER will outnumber those of any similar journal.

The inducements to subscribers in the way of premium books and clubbing with other magazines, are extraordinary. Many have availed themselves of the premium lists to provide their libraries with excellent books. When a work like *Chambers' Encyclopedia* can be had for a few hours' work, it behooves teachers to look sharply to their interests. The publishers undertake to supply teachers with any books or apparatus desired, at the lowest cash price.

Mr. Wm. Isenberg, traveling agent in Illinois for Wilson, Hinkle & Co., should be addressed hereafter at Bloomington, Illinois.

TO OUR LADY READERS.—A sewing machine is an essential in every household—a good one is just as easy to get as a poor one. The Manhattan Silent Family Sewing Machine meets every requirement. It is simple in operation, noiseless, sure and certain, and does a greater variety of work than any machine we know of. Send to the Manhattan Sewing Machine Co., New York, or for a sample of its work, and for descriptive circulars. We recommend this machine fully and unreservedly, for we know it to be as good as it is recommended.

THE CHICAGO SCHOOLMASTER.

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EDUCATIONAL NOTES.

During a trip made eastward in the summer months, a few educational notes were made, with a view of comparing East and West in as many points as possible. Of course, a dozen schools or colleges do not make a very good basis of comparison for such extensive regions, but by observation and careful inquiry, the following results were obtained.

In liberality of expenditure for buildings, grounds, and other externals of a school, the West is far in advance of the East. Especially is this true in small towns. The buildings of towns of three thousand inhabitants in Illinois, are generally as good as those to be found in towns of ten or twelve thousand at the East. In libraries and apparatus, in charts, models, pictures, and other aids to school work, the East is far ahead of us. These helps are more appreciated and more used.

Teachers' wages average better at the West. The country schools of Illinois pay fifty per cent. more than schools of the same character in New England. The supply of teachers for all grades is much larger at the East. Male principals of schools in villages of one thousand inhabitants will not average over \$800. Female teachers in country schools teach for two or three dollars a week and board. The country schools of the East are far beyond those of the West. They have much better teaching. Where Normal schools abound, where institutes are frequent, and where the ablest teachers in the country are employed in them, at State expense, to give free instruction, where numerous colleges send out their young men to teach short terms, and where the sharp competition enables school authorities to "pick and choose," it is probable that better teachers can be found, and at a lower price. And our western communities, made up of all States and all nations, do not furnish to the schools such material as comes from the homogeneous population of the eastern hill towns, where you may spend weeks and never hear the sound of any tongue except the pure Yankee dialect. The people are, as a whole, better educated, more awake to

the value of education, take more pains to insure regularity and promptness of attendance, visit the schools more, and are more disposed to sustain teachers fully; and they are vastly more careful about the character of their teachers. The idea is well established that good teachers are to be employed, and *sustained* and *retained* when employed.

In the graded schools visited, it seemed to me that there is at the East more of routine, of mechanical, lifeless teaching. Our graded schools are yet on trial. Our teachers are inventing and experimenting, and perhaps it is not too much to say, are doing better work, because they are dissatisfied with the results obtained. The consciousness that our communities are to be educated along with the schools makes them the more anxious to achieve success. Every enthusiastic western teacher seems on the alert for improvement. In the East the enthusiasm is expended in working a system considered as already perfect. There is a confidence really sublime in the minds of some eastern teachers that their systems are as perfect as it is given to man to attain. A veteran in the profession said to me: "Our schools have made no real progress for five years. We have a fine system, and the system is running itself. Nobody has any enthusiasm, the machine moves on, and teachers and pupils move with it." The blessed "law of compensation" may be seen here—it is our good fortune to be called to labor as pioneers rather than to enter into the labors of other men, and growth and development make up for lack of polish and finish.

One thing which always impresses a visitor in the schools of the East is the general knowledge of the pupils. They know a great deal outside of books; they have more books at home, read more papers, travel more, see more manufactures, hear more lectures, and are more ashamed of being ignorant of common things than most pupils with us. While in text-book recitations, particularly in mathematics, they are not superior to ours, they do decidedly surpass them in general information. In arithmetic and geography western schools are fully up to the corresponding eastern grades. In grammar, reading and history we are generally inferior. As our population becomes permanent, as books increase, as libraries and lectures and manufactures multiply, our pupils will improve in their general culture.

Spelling is made prominent in all the eastern schools. In the country schools the results attained are excellent. This can not be said of our schools, which are criminally deficient in a work which they can easily do.

The working of the truant laws of the larger towns seems good. Where these laws are diligently enforced, truancy soon disappears, and much crime is prevented. Compulsory attendance is looked upon with no small favor, and laws to secure it have been proposed, but not yet adopted by any State. Where

vagrant and truant children are cared for by law, there is little need of further legislation.

Saying once more that my data are not sufficient to warrant positive confidence, my general impressions are submitted to your readers. Y. S. D.

CRAMMING.

Ingratitude for past favors is one of the faults of the human race. No sooner do we gain a new friendship than we give the old one the cold shoulder; no sooner do we discover a new and in some respects improved method, than we cover the old one with obloquy; the new boots that hurt us are praised and prized and the old pair that served us thrown into the street.

The cramming system, that served so long and faithfully, now shares man's ingratitude in company with other cast-off servitors; without provision, without pension, like an old schoolmaster, an old soldier, an old horse, it receives nothing but scorn and scoffing from the mouths of men. We have become educators and have ceased to be teachers. The drawing-out process has taken such possession of our faculties that we persist in draw-draw-drawing out, until we have nothing to draw with but breathless lungs, and nothing on which to operate but exhausted receivers.

I believe in cramming. I would like to rest from drawing out, and try the plan of pouring in, for variety, if for nothing else. The first attempts to impart information were systems of cramming. Knowledge was first acquired by cramming. And whatever the Omega of education itself may be, the Alpha is—to cram.

The first educational efforts of Greece were, causing her youth to commit to memory the poetry of Homer—cramming. The weightiest educational undertaking among the ancient Irish was to learn and remember the genealogies of the numerous royal families that stocked their island, so that the thirty-second cousin of the foster-brother of a prince might be pointed out with a willow stick at every hand's turn; and behold the result; there is not an "O" or a "Mc" in Christendom, or out of it, that is not the lineal descendant of an Irish king.

We must cram—fill the minds of the young with facts, facts, facts—important and unimportant, curious and commonplace, connected and disconnected, relative and arbitrary facts. We must pour them in constantly, and stop every leak by which they might escape. Coming from many sources, being of diverse natures, they form at first, it is true, a rather turbid solution, and our

sick hearts often feel that the little bottles were better without them ; but let them alone ; the world will shake up the contents of those little bottles, and time will clarify the liquid and crystallize the valuable ingredients. The mind of a child has an original force of its own, or it has not. If it has not, no patent, educational tinkering can impart that force to it. If it has originality, its own individuality is the best shaping and solidifying power over the mass of crude knowledge it contains. In the first case, facts are better than nothing ; in the second, facts are just what is necessary to mental growth. Cramming is the opposite of philosophy. First in the order of importance is philosophy ; first in the order of time is cramming. Cramming furnishes the material ; philosophy, sooner or later, handles its tools and erects the building. Cramming fills the barrel with cider ; philosophy proceeds with its kind fermentation, which insures the cider's preservation through the months of winter.

The process of creation is one of philosophy ; that of discovery, one of cramming. The second begins where the first ends, as the strand of yarn last wound on, is the first to be unwound from the ball. It is for the Infinite to create ; it is for finite man to cram ; and if finite man ever becomes a creator it is only after a fearful amount of cramming.

Humboldt was an incorrigible crammer ; he traveled over land and sea to cram. Pythagoras went to Egypt to cram. Mahomet crammed on Judaism and Christianity before he attempted to originate. Agassiz lately went to South America to cram. Major Powell goes shooting through the canons of the Colorado on a cramming expedition. Walter Scott, so exact in his description of scenery, crammed for every picture. Michael Angelo crammed in the subject of architecture before he placed the dome of one grand temple on the columns of another. Darwin, before favoring us with his theory so flattering to our remote ancestry, performed a frightful task in the way of cramming. These men, and all men that have done any good in the world, spent a long time in collecting facts—facts agreeing, facts contradictory. At first these facts are as confusing and confused as the fancies of a dream ; but, after a while, somehow, of their own accord, they form into groups and coteries ; they make or discover relationships with one another, and move onward, like the well-conceived characters of a story, to form a grand, happy, well-arranged tableau at the end. Miscellaneous facts are like shy and strange visitors at the opening of a ball ; soon the music of thought and reason is heard—the disorderly assemblage changes, as if by magic, into little systems that spin around in the mazy whirlings of symmetry, beauty and grace.

Such is essentially the inductive method of philosophy—nine parts of it is cramming, one part logic. If it is good for men, it is good for children ; for,

men, in learning, are but the children of other men's brains. With the oxygen and hydrogen present in proper proportions, there is but little time consumed in uniting them by means of the electric spark; but without the component elements, you might flash your spark forever and not a drop of water would be made. Cramming is the element, philosophy the spark. The first thing a child appreciates of a tree, is its fruit, or its practical use; then he notices its leaves; then he becomes acquainted with the twigs (no allusion to corporal punishment); then with the larger limbs; then with the trunk; and, finally, with its roots: then, and not till then, is he ready to grapple with the functions of its parts, and the laws of its growth. Throw him into the study of these laws at the outset, and he will remain imbedded in its trunk—like the simpleton sage, Merlin, when fooled by the tricky damsel—till his eyes are as dark as its cave, and his intellect as vegetable as its fiber. Anatomy precedes physiology; the knowledge of facts precedes the interpretation of laws.

A boy sees a locomotive "dropping her parallel rods." How is it done? is his thought. The connection-rods pull them, the piston-rods pull the connection-rods, and the steam pushes the piston. Why? Because steam is expansive in its nature. Thus the *law* is reached by judicious cramming with facts. So every trade, every science, every art, must be practically mastered, by becoming conversant with its facts, before its laws can be understood and applied in producing new developments.

A child "spells down" the whole school. That child crammed from the speller. Had he studied nothing but the rules of spelling, he would have been floored on the first round. The rules of spelling are good, but good spelling is better. We must have rapidity of work in the multiplication table; it is done by cramming—ratiocination is fatal to it. The stomach does not digest all the food it receives; why should the mind? Quantity, as well as quality, is important to both.

We must cram our pupils with irrelevant lumps of learning, that they may appear well in examination; we must cram our pockets with money, that we may be independent and respectable; we must cram our homes with good things and pretty things, that our wives may be happy; we must cram our employers with flattery, that they may think us competent teachers; we must cram our patrons with praise of their hopefuls' cleverness, that they may believe we know the English alphabet; we must cram our assistants with compliments, that they may co-operate with us; we must cram, *cram*, CRAM!

J. MAHONY.

A little girl was to'd to spell *ferment*, and give its meaning, with a sentence in which it was used. The following was literally her answer: "Ferment, a verb, signifying to work. I love to ferment in the garden."

ANIMAL LESSONS FOR INTERMEDIATE OR GRAMMAR
SCHOOLS.—I.

Common animals have something of interest to all. This interest may be increased many fold by calling attention to those parts and habits that are the distinguishing characteristics of each. The dog, the cat, the cow, the horse may each, if properly presented, be made a subject of animated interest, original investigation and profitable study. If judiciously presented, each may become to the learner a world of interest and profit, in which every *fact* gained urges him to *further* investigation, and to the discovery of other *facts*. Classification, or arrangement, will accompany or soon follow discovery, and this alone can result in the cultivation of those faculties by the use of which facts are discovered. (How imperfectly we comprehend the difference between the *exercise* and the *cultivation* of the mental faculties!)

A second result of the kind of work hinted at will be a scientific knowledge of animals, which result *alone* is sought by our text-books upon Zoology, from an entirely different standpoint and by entirely different means—a committing to memory of other men's dicta.

A third result—third in order of importance, but first in order of time—will be a knowledge of the parts, habits and uses of animals. This may not inappropriately be termed Economical Zoology. Those who have an eye to the so-called *practical* would consider this the all important end to be attained by the study of animals—a natural but erroneous conclusion, when it is remembered that this knowledge is only a *means*.

Can Zoology be taught without a text-book? Can it be completed, so far as school-work is concerned, before the child reaches the high-school? We might begin with the subject Matter, and divide it into Organized and Unorganized Matter. Organized Matter might be divided into the Animal and Vegetable kingdoms. The Animal kingdom might be divided into the four branches, vertebrates, articulates, mollusks, and radiates; and so on. That is what our text-books attempt. Such work can be poorly comprehended by pupils or students below the senior class of a first-grade college; and the seniors, when the work is done, the books finished and the examination over, will know *something of what some one else has chosen to say about animals*—nothing more.

We are surrounded by animals of many kinds. If we would *study these animals only*, a very intelligent idea of the "plan of creation" (the result of development, if you please,) might be obtained. After studying a few animals of a given order, from nature, others belonging to the same order, but differing by some slight variation, may be studied from pictures. Collections of

stuffed birds and mammals may be made at a trifling cost. Mammals and birds are classified largely by their heads and feet. These are easily obtained and easily preserved. The heads (with teeth and horns complete) and hoofs of the cow, goat, sheep and deer; the heads and hoofs of the horse and hog; pictures of the llama, camel, rhinoceros and elephant, with the study that the pupils can make of the animals themselves, will enable them to gain a fair knowledge of the different families of Ruminants and Pachyderms. By similar means, other orders may be studied. Birds of all orders can be found, their nests and eggs procured, and their habits studied. Of the insect world innumerable specimens can be obtained, studied and preserved. Fifty or one hundred dollars, with the aid of interested pupils and the contributions of willing parents and friends, would, in one year, be sufficient to provide a large and interesting cabinet, ample in size and variety for the successful prosecution of the study of Zoology. Suppose it be tried.

With what animal ought we to begin? With the cow, because her distinguishing characteristics, if not already known, are easily seen and understood. The following work may be given to a grammar-school in four, or an intermediate-school in six weeks, with half-hour recitation each day. Study well the likenesses and differences between the animals named. Guard well the wording of definitions. Devote the last week of the allotted time to writing a composition upon the subject, Ruminants. The composition should contain all the important facts learned, systematically grouped. Let it be remembered, that while there is no better language work than the making of this composition, *it is a part of the work on animals.*

COW.

Special points to be developed :

Parts.—Cloven hoofs; kind of teeth (no front teeth in upper jaw); large food cavity (four stomachs); permanent hollow horns, encasing a projection of the skull.

Habits.—Eats vegetable food: chews cud.

Uses.—Most useful of all animals to man. Reasons:—Milk, butter, cheese, glue, hair, beef, tallow, leather, work (refer to ox).

Adaptation of Parts to Habits.—

Miscellaneous.—Names of male and young, of sub-family to which cow belongs. Names of *flesh* of old and young.

SHEEP.

Special points.—Follow plan of lessons on cow.

Miscellaneous.—Wool, tallow, leather; names of male, female and young; names of flesh.

GOAT.

Special points to be developed.—Follow plan of lessons on cow.

Miscellaneous and Suggestive.—Wool, tallow, leather, kid gloves, milk ; names of male, female and young.

Lessons on Likenesses and Differences.—Obtain as result of first—ideas of and terms; ruminants, ruminate (derived meaning of same), herbivorous, domestic.

NOTE.—Put no statements or words upon the blackboard, but let children write them upon slates as fast as developed.

DEER.

Special points to be developed.—Follow plan of lessons on cow.

Miscellaneous and Suggestive.—Horns are solid ; are shed annually ; names of male, female and young ; name of flesh.

CAMEL AND LLAMA. (Use pictures.)

Special points to be developed.—Follow plan of lessons on cow.

Miscellaneous.—These animals have no horns and have front teeth in upper jaw.

Get likenesses and differences from preceding lessons, and develop the following :

Ruminants. { Hollow-horn family.
Solid “ “
Hornless “

Pupils should be expected to *tell* exactly in what respect the animals of one family differ from those of each of the others. They should be required to describe or identify every animal that they have studied. The following forms for recitation are suggested :

Oral—The cow is a domestic animal that belongs to the hollow-horn family of

Ruminants,

Domestic.

Written—

Cow	{	Hollow horns.	}	Eats vegetable food.
		Permanent horns.		
Cow	{	Cloven hoofs.	}	Ruminant.
		Chews cud.		
		Compound stomach.		
		Front teeth in upper jaw wanting.		

In developing the composition in an intermediate school (second or

third reader), the teacher should control not only the division of the subject, but the *formation of every sentence*. In a grammar school (fourth or fifth reader), the pupils may form the sentences, but they should not be allowed to make their own division of the subject unless they have had much practice in composition writing.

It will readily be seen that the composition should present the facts known, in the reverse order of their development, or nearly so. Many who read this article need no assistance in planning for their written work. I venture, however, to present the outline that I have suggested to my associates, because by its use they produced good results, and because I am assured by experience and observation that what many of us *now* most need is not so much the *best plan* as A PLAN.

REVIEW " LIKENESSES."

1. A general description of such order, embracing all the characteristic parts and habits.
2. A brief and popular review of
 - I. Variety of animals included, respectively :
 - a. Size and strength.
 - b. Beauty and general appearance.
 - c. Usefulness.
 - II. Geographical distribution.
 - III. The diversified character of their native countries.
 - IV. Their recognized general importance to man.
3. Basis of classification.
4. Names and descriptions of families.
5. Relative importance of the different families to man. NEMO.

ORAL WORK IN ALGEBRA.

In division of simple numbers, the dividend may be regarded as the base, the divisor as the modifier, and the quotient as the result.

In multiplication, the multiplicand may be considered as the base, the multiplier as the modifier, and the product as the result.

In subtraction, the minuend may be taken as the base, the subtrahend as the modifier, and the remainder as the result.

In addition, let us accept the first number as the base, the second as the modifier, and the sum as the result. Instead of telling the learner that three units and two units counted together make five units, let us tell him that if

he begins at *three* on the scale and takes two steps upward, he will arrive at *five*. In the case of a long column there are many additions to be performed, each result being used as the base of the succeeding operation.

In addition, then, as in the other fundamental rules, we may justly assume an essential heterogeneity between base and modifier. The first represents *position given*, the second *steps taken*, and the result *position reached*. Upon this plan it will be easy to show that steps may be taken downward, as well as upward; that the position given, or the position reached, may be below zero as well as above it; and that the substitution of "subtract" for "add" in the enunciation of the problem, reverses the direction of the motion. In short, all the embarrassments of algebraic addition and subtraction seem to me to disappear, when simple addition is demonstrated in a manner suitable to the requirements of algebra.

Division, being wholly derived from multiplication, does not need to be separately discussed. But it may be worth while to inquire whether the assumption that there is a *plus* and a *minus* of motion, as well as a *plus* and a *minus* of position, can, with advantage, be applied to the subject of algebraic multiplication; also, whether the student can be furnished with ocular demonstration of the truth that *minus* multiplied by *minus* produces *plus*.

Let the hour hand of a clock project five inches to the right of the pivot, and one inch to the left. It shall not be moved by machinery, but by the instructor's finger, which may be applied at a distance of one inch from the pivot in either direction. The pivot will be *zero*, the point at which the finger is applied, *plus* one. The motion of the finger will be the multiplicand, the motion of the index point, five times as great as that of the finger, will be the product, and the multiplier will be *plus* 5 or *minus* 5, according as the finger is applied at the right or at the left of the pivot. Then, if the finger be applied on the right, an upward motion of the finger will cause an upward motion, five times as great, of the index point; that is, *plus* multiplied by *plus* produces *plus*; and a downward movement of the finger will cause a downward motion, five times as great, of the index point; that is, *minus* multiplied by *plus* produces *minus*. And again, if the finger be applied upon the left, an upward movement of the finger will cause a downward movement of the index point; that is, *plus* multiplied by *minus* produces *minus*; and a downward movement of the finger will cause an upward motion of the index point; that is, *minus* multiplied by *minus* produces *plus*.

Assuming that upward movement is positive, and downward motion negative, I look upon this illustration as complete, and as partaking of the character of a demonstration.

MURPHYSBORO, ILL., Oct. 27th, 1871.

LANGUAGE LESSONS. I.

LESSON I.

THE SENTENCE.

Teacher comes before the class with a number of objects in hand. (For example, a book, an apple and a pencil.)

"Tell me what I have here."

"An apple, book and a pencil."

"Look at them, and tell me something about them."

NOTE. After the pupils have given many sentences, the teacher, in preference to others, selects, we will suppose, the following :

"The pencil has a point."

NOTE. As much tact is required on the part of the teacher in selecting the most appropriate sentence as in any other part of the work.

NOTE. Pupils spell all words, and teacher writes them on the board.

The teacher, now holding the pencil before the pupils and requiring their close attention, continues,—

"What was the first thing I did in this lesson?"

"You showed us a book, an apple and a pencil."

"What did I do next?"

"You told us to look at them and say something about them."

"What then did you do?"

"We looked at them."

"What next?"

"We said something about them."

"Did you not *do* something before you talked?"

(Children think :—hands are raised.)

"We thought."

"Yes, that is right, you thought."

NOTE. Let whole class repeat and spell the word *thought*.

"What did you do after you thought?"

"We told you what we thought."

"How did you tell me what you thought?"

"We told you promptly."

"What did you use when you told me what you thought?"

"We used our tongues."

NOTE. It will be noticed that the last two answers are not wanted. Such replies must be expected and met by the teacher in some way like the following :

"What else did you use when you told me what you thought?"

"We used words."

"That is what I wanted you to say."

NOTE. All repeat and spell *we used words*. The teacher now refers to the sentence as seen upon the board, viz: "The pencil has a point."

"What are these upon the board?"

"Words."

"What do they do?"

"They tell a thought."

NOTE. When the pupils are slow to answer, a rapid review of the few previous points gained will seldom fail to secure the desired reply.

"Because they tell a thought, what may we call this whole group of words?"

"The telling of a thought."

"The telling of a thought how?"

"By words."

"What then, may we call the whole group of words?"

"The telling of a thought by words."

"Who can give me a word to use instead of telling?" (Hands raised.)

"Showing."—"Saying."

"I will give it.—Expression."

"Tell me what this is upon the board and use the new word."

"The expression of a thought by words."

(Pupils repeat and spell.)

"By what other name may this group of words be called?"

"A Sentence."

NOTE. Pupils will not fail to give the word sentence; they have had it many times in their reading exercises.

"Now tell me what a sentence is, and say the word *sentence* last?"

"The expression of thought by words is called a sentence."

NOTE. Pupils spell words and after individual repetitions, teacher writes definition upon the board.

Let the Pupils make five other sentences about the pencil or other objects in the school-room. Teacher writes them upon the board. The words should all be spelled by the pupils.

LESSON II.

CAPITAL LETTER—SELECTION OF SENTENCES—WRITING BY PUPILS.

Review previous lesson; cause pupils to name steps taken when they make sentences. Be careful that they repeat accurately the definition of a sentence.

"I will write on the board the sentence that you made for me yesterday.

"The pencil has a point."

"With what kind of a letter is the first word begun?"

"A capital letter."

"Make a sentence about the clock."

"The clock shows the time of day."

(Teacher writes it on the board as the pupils spell the words.)

"With what kind of a letter is the first word begun?"

"A capital letter."

Open your readers;—each find a sentence;—read it to me and I will write.

(Writes on board.)

"This bird is a dove."

"Most birds have four toes."

"Here is a picture of a house and a man."

"The man is going into the house."

"With what kind of a letter is the first word of each sentence begun?"

"A capital letter."

"Find in your books a sentence that does not commence with a capital."

(Pupils fail to find one.)

"When we write or print a sentence, with what kind of a letter must we begin the first word?"

"We must begin the first word of every sentence with a capital letter."

"Each of you make two sentences about my watch; select two others from your readers; write them carefully upon your slates."

NOTE. The pupils are now strong enough to make or find new sentences. The work should be thoroughly examined and criticised by the teacher, in respect to capitals, spelling, spacing, relative position and neatness.

LESSON III.

THE TELLING SENTENCE—PERIOD.

Review previous lesson.

"About what did we talk in our last lesson?"

"About the sentence."

"Make a sentence about this apple."

"The apple is red."

(Teacher writes upon the board while pupils spell words.)

"What did you do when you made this sentence?"

"We told you something about the apple."

"We said something about the apple."

"Because this sentence tells or says something about the apple, what kind of a sentence may we call it?"

"A telling sentence."

"A saying sentence."

"You may call it a telling sentence."

(The word *stating* may be given if it be preferred.)*

"What, then, is a telling sentence?"

"A sentence that tells something is a telling sentence."

"Make four telling sentences about the bell; two about the window; three about a dog."

(Pupils spell words, teacher writes upon the board, pupils copy upon their slates.)

"What have I placed after the last word of each sentence?"

"A period."

"Open your books and find five telling sentences."

"What do you find after the last word in each?"

"A period."

"What mark, then, must be placed after the last word of every telling sentence?"

"We must place a period after the last word of every telling sentence."

Let the pupils write upon their slates the definitions suggested by the following questions.

"What is a sentence?"

"With what kind of a letter should we begin the first word of every sentence?"

"What is a telling sentence?"

"What mark must we put after the last word of every telling sentence?"

"For to-morrow, I wish you to write upon your slates six telling sentences about the cow, and be very careful about the use of capital letters, periods, and the spelling of all the words.

"I want every slate to look neat and clean."

NEMO.

* Is not telling as good a word in this connection as stating, declaring, or declarative?

I speak it without exception, and I know what I say to be true, all our men are overworked and underpaid. There is no class of men, in the world or in the church, at this day, who require so much intellectual power, attainments, and expense in their education; who are so miserably paid and so prodigiously overworked, as those who are engaged in education, in all its departments, from the lowest to the highest. We can never become a civilized people, in the highest sense of the word, until we are willing to pay for the brain-labor that is engaged in the work of education.—*President ANDERSON.*

POPULATION OF ALL CITIES IN U. S. CONTAINING 25,000 PEOPLE.

Rank.		POP. IN 1870	POP. IN 1860	PER. CT. OF INC.
1	New York,.....	942,292	805,651	17
2	Philadelphia,.....	674,022	565,529	19
3	Brooklyn,.....	396,099	266,661	48
4	St. Louis,.....	310,864	160,773	93
5	Chicago,.....	298,977	112,171	167
6	Baltimore,.....	267,354	212,418	26
7	Boston,.....	250,526	177,840	41
8	Cincinnati,.....	216,239	161,044	34
9	New Orleans,.....	191,418	138,670	38
10	San Francisco,.....	149,473	56,802	163
11	Buffalo,.....	117,714	81,129	45
12	Washington,.....	109,199	61,122	79
13	Newark,.....	105,059	71,941	46
14	Louisville,.....	100,753	68,033	48
15	Cleveland,.....	92,829	43,417	114
16	Pittsburg,.....	86,076	49,217	75
17	Jersey City,.....	82,546	29,226	182
18	Detroit.....	79,577	45,619	74
19	Albany,.....	76,216	62,367	22
20	Milwaukee,.....	71,440	45,246	58
21	Providence,.....	68,904	50,666	36
22	Rochester,.....	62,386	48,204	29
23	Alleghany,.....	53,180	28,702	85
24	Richmond,.....	51,038	37,907	35
25	New Haven,.....	50,840	39,267	29
26	Charleston, S. C.,.....	48,956	40,467	21
27	Indianapolis,.....	48,244	18,611	159
28	Troy,.....	46,465	39,232	18
29	Syracuse,.....	43,051	28,119	53
30	Worcester,.....	41,105	24,960	65
31	Lowell,.....	40,928	36,827	11
32	Memphis,.....	40,126	22,621	78
33	Cambridge,.....	39,634	26,060	52
34	Hartford,.....	37,180	29,152	27
35	Scranton, Pa.,.....	35,092	9,223	280
36	Reading, Pa.,.....	33,930	23,162	45
37	Puterson,.....	33,579	19,585	71
38	Kansas City,.....	32,260	4,418	630
39	Mobile,.....	32,034	29,258	9
40	Toledo,.....	31,584	13,768	129
41	Portland,.....	31,413	26,341	19
42	Columbus, O.,.....	31,274	18,554	68
43	Wilmington, Del.,.....	30,841	21,258	45
43	Dayton, O.,.....	30,473	20,081	52
45	Lawrence, Mass.,.....	28,921	17,639	64
46	Utica,.....	28,804	22,529	28
47	Charlestown, Mass.,.....	28,323	25,065	13
48	Savannah,.....	28,235	22,292	27
49	Lynn, Mass.,.....	28,233	19,083	48
50	Fall River, Mass.,.....	26,766	14,026	91
51	Springfield, Mass.,.....	26,703	15,199	76
52	Nashville, Tenn.,.....	25,865	16,988	52

EDITOR'S DEPARTMENT.

It is curious that disasters, like diseases, at times seem to become epidemic. We have just passed through a period of this kind. First came the disasters on our public thoroughfares, beginning with the explosion of the Westfield, and ending with the horridly senseless massacre at Revere. This was quickly followed by the series of fires, culminating with the terrible destruction at Chicago and in the lumber regions. And now comes the account of the destruction of a whole fleet of whaling vessels in the Arctic ocean. Taken altogether, the year that is just closing will long be remembered for the suffering and loss it has brought on this side of the ocean, by the means of what are usually called *accidents*.

The first of a series of Language Lessons is given with this number. This work will be continued in successive issues of the SCHOOLMASTER. It is the same as that promised several months ago, and which has been withheld for good reasons. It is expected that teaching the grammar of our language without a text-book in the hands of the pupil, except as a reference book in advanced work, will here be shown to be not only possible and practical, but the best method to adopt. We sympathize somewhat with the sentiments expressed in the article on "Cramming." We believe in memorizing; but are convinced that our "English Grammars" are not the books to be committed to memory. Every teacher has felt that something is wrong in this part of his work; that the best results are not gained in this branch of study. With this thought in mind, attention is called to the "Language Lessons." They will differ from any now in print, and are given not as a result of theorizing or experimenting, but of *trial*. Teachers need not hesitate to commence the work as directed; subsequent lessons will be promptly forthcoming. It is the intention of the author to continue these articles through etymology into syntax.

As promised in November, we present a tabular statement of the cities of the United States, containing 25 000 or more people. This table, like the other, has been compiled by Prof. Hewett from the advance sheets of census report. We repeat what was said last month. Assign these lessons to all higher grades of Grammar Schools, and all grades of High Schools, and correct the figures in the geographies. We have caused the table of states, together with the table of cities, to be printed on separate sheets, in convenient form for school use. Many teachers have already placed a copy in the hands of their pupils. These were originally printed for our own use in school; we have now several hundred left. We can mail them to any address for fifty cents a hundred. A greater number will cost less.

In answer to numerous inquiries, we say that *Lesson IV. in Astronomical Geography* will appear in our next issue. We are obliged to our friends for the many expressions of high appreciation of these lessons that have reached us. Prof. Hewett is using care in preparing them. We believe the statements and definitions to be reliable.

We have received an article for publication written in reply to that on *Denominational Schools*, published in July SCHOOLMASTER. The writer presents the subject from the Roman Catholic stand-point. We have read the manuscript carefully, and, while we have respect for the writer, have discovered no new argument. The author claims, that, as his people are willing to support their own schools, they should be permitted to do so, and not be taxed for the support of others. It is claimed that no religion is taught in the common school, and that the Roman Catholic regards that omission as a fatal error. Other reasons are put forth, familiar to most of our readers, for a denominational distribution of the school funds. Many believe they can see a total wreck of our whole system of public instruction, when the school money is handled by committees representing religious sects. The Editor of the SCHOOLMASTER is one of that many.

THE NEW ENGLAND ASSOCIATION OF SUPERINTENDENTS OF PUBLIC SCHOOLS held its semi-annual meeting at Boston in October. Superintendent Philbrick, of Boston, offered the following resolution, which was adopted :

“*Resolved*, That we consider the practice of marking the merit of the daily recitation of the pupils as objectionable, and recommend its discontinuance. We, however, approve and recommend marking the merit of written examinations.”

The *Rhode Island Schoolmaster* “wishes the recommendation would be generally conformed to.”

There is evidently a feeling among teachers that the marking system is not accomplishing what has been expected. The disposition to discuss its merits, so general with our school meetings west, during the recent years, tells of something wrong, either in the system or its application. The New England Association is the first, we believe, to place its opinion upon record. It would be pleasant to see some of the discussions further west clinch a debate on this subject, by a decided opinion either for or against.

With this number we issue as a supplement, to each Illinois subscriber, a copy of a school law drafted by Mr. Bateman, State Superintendent. A part of the work of the committee appointed by the *Society of School Principals*, is embodied in the bill. We believe that committee did not in their report, in all respects reflect the opinion of a majority of the Society. Some of their recommendations look strange when compared with the resolutions adopted at Rockford. Mr. Bateman's bill we believe to be what is wanted, and hope the friends will support it. We cannot afford, considering the opposition apparent in the legislature, to divide our strength. The unstable condition of public schools in many cities where Boards of Education are dependant upon the city authorities for appropriations deserves consideration. Chicago, Rockford and a few others have prospered with such a law, but how many more are there whose public schools are poor and unsuccessful! The power of the Board in this direction should be limited, but not completely taken away. Subscribers living out of the State will receive a copy on application.

EDUCATIONAL INTELLIGENCE.

CHICAGO.—Though several of the unburnt school buildings were nearly filled with people who were homeless, yet houses were provided for them with such dispatch that only two weeks elapsed before the schools were again in session, except the Newberry and Lincoln. These, situated in the North Division, which was almost entirely burnt over, were needed two or three weeks longer for shelter for the refugees. Now all the remaining schools are in session, crowded to overflowing with the additional numbers to be housed and schooled within the limits of these districts.

An effort was made to employ the most needy teachers first, but it was not always easy to discriminate, and many are now employed who are not particularly needy, while some who are in quite destitute circumstances are waiting for places which can hardly be offered to them for months to come. Since the promise has been publicly made that the most needy should be first appointed, they do not quite understand the situation. They must remember, however, that all the teachers were called upon to report their circumstances, and that the list for each school was made out in accordance with this report, with this exception: it was not considered desirable that all the teachers of any school should yield their places, lest the interests of such school be greatly prejudiced thereby. Thus the great majority of teachers in each school retain their places.

Our records this year will date from Oct. 30, and will show eight months' work instead of ten. Unlike the Romans in dating from the founding of their city, we shall date from the destruction of ours. Of course we cannot show so perfect a record as the last two or three reports show, but we shall perform as much labor as hitherto and probably do a great deal more good. All have entered heartily into their school work, and not less eagerly are acquainting themselves with the individual needs of their pupils with a view to the supply of their physical wants, which will bring teachers and pupils into such a relationship that the greatest good will result. It is possible, if not probable, that this will beget a greater intellectual development than we have seen in a long time. There may be more tardiness and a lower per cent. of attendance, but the personal contact with each pupil may accomplish far more for them than anything else. If we could have had this condition without our calamity we should have been fortunate, but it was, perhaps, impossible. There is nothing like disaster to bring people to first principles.

Of course many of the teachers suffered pecuniary loss; quite a number were stripped of every possession except what they carried on their persons. Many people seem to think that because one is a teacher he can lose nothing, probably thinking their salary only sufficient to feed and clothe them. This expression has more than once reached our ears: "How fortunate that you are a teacher and lost nothing!" It is true that their salaries have not allowed them to live in extravagance or even elegance, yet by a judicious use of their income, something may from time to time be laid by that is prized and possibly valuable,—not fine houses, or furniture, or turn-outs, but things that pertain to intellectual culture, that are prized for their association, etc., to lose which, makes one feel as poor (especially if his wealth consisted largely of such things,) as the loss of the more showy things makes others. Nor is the prospect brighter, for the report of the committee on salaries recommends a great reduction from the old, which was never excessive. They recommend that Principals be paid \$1,600. Head Assistants \$650. Teachers \$550, a much greater per centage of reduction than is asked or demanded of any other class of laborers. The Common Council have not decided to reduce the salaries of the city employees, the resolution looking towards reduction having been tabled; yet teachers are told that they must submit to a reduction of from 27 to 35 per cent. This evidently shows that school teachers are less necessary than political and civil officers and their clerks, or that it requires much less ability to teach than to do anything else; or what is more probable, that they have little or no political power. And they will continue to be the first to be reduced in times of stringency and adversity, and the last to be elevated in prosperity, as long as they are unable to make and unmake official positions.

What a lesson they are receiving from politicians, and to their credit be it said,

though financially it is poor policy, how slow they have been in learning it! It is ever a credit to one to be long in learning to be supremely selfish, and to barter away his character for a mess of pottage. Still it is not right to reduce the salaries of teachers in a greater ratio than those of all other laborers for the public. If they be *not* reduced the schools will not cost more than three-fourths as much as before the fire, and this itself is a greater aggregate reduction than has been proposed for any other branch of public service, and to reduce this sum twenty-five per cent. more seems neither just or fair. It is hard for teachers to feel degraded by having the education of children, the work that makes men and women, compared with business, and decided to be of far less consequence. This salary question puts the matter in that light. It is hoped, however, that the Board will not act on the question till after the Council have done similarly.

The courts still retain possession of a part of the High-school building, so that the classes can only come and recite at certain hours. Some, however, recite at the Brown School, and some at the Washington. Messrs. Cate, Payne and Wells yield their places temporarily, and some of the lady teachers have secured positions elsewhere. There is still a number of teachers out of employment who would probably be glad of places elsewhere, if they were offered. Many are already at work in other towns whither they have been invited, and where teachers are needed, no better ones can be found than these. It is hoped that requests for teachers will continue to be sent here till all are at work.

From the Seventeenth Annual Report of the Board, for the year ending June 30, 1871, it appears that there were 40,832 pupils enrolled in the schools; average number belonging, 28,174; average daily attendance, 27,023; per cent. of attendance, 95.9; whole number of teachers, 572. Number of pupils neither absent nor tardy during the year, 893; number of suspensions for irregular attendance, 3,811; number of suspensions for misconduct, 356. The cost per pupil for tuition only, including High-school, was, upon school census, \$5.54; upon No. enrolled, \$10.89; upon average No. belonging, \$15.78. Total cost per pupil, including all expenses, and six per cent. valuation upon school property was, upon school census, \$8.58; upon No. enrolled, \$16.69; upon average No. belonging, \$24.46. In looking back upon the school history of the city, it is astounding to see the rapid growth. Twenty-one years ago the average No. belonging was 1,224; fourteen years ago, 4,464, seven years ago, 10,820; now, 27,174. In 1856, one in every 19 of the population of the city attended school; in 1861, one in every 13; in 1866, one in every 12; and in 1871, one in every 11.

It is known that the course of instruction for the district schools embraces ten grades, the highest called the first, and the lowest the tenth. It is interesting to notice the number of pupils in each of these grades during the last year, and to see the gradual falling off as they reach the highest grades. The figures show the average No. belonging:

1st grade,	490.1	5th grade,	2,612.5
2d "	739.3	6th "	2,717.2
3d "	1,328.2	7th "	3,920.8
4th "	2,180.3	8th "	4,485.3
		9th "	5,545.8
		10th "	4,706.7

Total in Grammar Depart. 4,737.9

Total in Primary Dept. 24,048.3

This shows that only about one-sixth of the pupils in the district schools are in the Grammar department, and five-sixths in the Primary, though the time required in each department is very nearly the same. Again, the number in the Grammar department is about the same as that of each of the three lowest Primary grades. Looking only at the Grammar department, wherein each grade is about one year long, it will be seen that each higher grade contains but little more than half the number of the next lower. This is a very significant fact in connection with the desire and effort of many to introduce into the schools, studies that are more for ornament than use. There are other points of the Report that will receive notice at a subsequent time.

IOWA.—*Lucas County*.—The County Institute met at Chariton, on Oct. 23, 1871. The teachers came together feeling perfectly confident that a rare treat was in store for them, as the services of Pres. Edwards, of the Illinois State Normal School, had been

procured. We all felt from the beginning, that, with such a leader, our Institute was destined to be a success, and that we should be enabled to go to our respective fields of labor much better prepared to perform the duties that we have taken upon ourselves, as teachers of the children of our county. We are very happy to record that the anticipations of all the teachers were fully realized. From the beginning to the close, Pres. Edwards gave evidence that he was a complete master of the work which was his to perform. Such close and earnest attention was given to his words of instruction, that the moments seemed to glide too swiftly by, and many regretted that the time was so short.

Pres. Edwards was greeted with large audiences during the evenings on which he lectured. Many expressed their opinion that better and more instructive lectures had never been delivered in the city. As a small mark of the appreciation of the services of Pres. Edwards, the following resolution was unanimously adopted :

Resolved, That Pres. Edwards has our heart-felt thanks for the able and instructive manner in which he has conducted the Institute, and that we extend to him a cordial invitation to come again.

ARKANSAS.—*Pope County*.—We honestly believe that the work of popular education is being prosecuted with more vigor and against greater obstacles ; and the theory is gaining ground more rapidly than can be shown by any precedent in the nation. This smacks a little of self-praise, but it is not so intended. The work is a new one here, and as they lay aside prejudice, and *think*, they ACT. STEWART.

MISSISSIPPI.—The wages in Mississippi have been fixed by law at \$90, \$70, and \$50, for the first, second and third grades,—with nothing to hinder their being *lower*, if directors are disposed to make them so. Schools and teachers are graded. Each county is a district. The county is divided into sub-districts. The Directors are paid (\$3) three dollars per day for time employed, with mileage. Cities of 3,000 or more make separate sub-districts.

MAINE.—The fifth annual Meeting of the Maine Educational Association met at Portland, Monday and Tuesday, of Thanksgiving week. The following named subjects were before the meeting : "How shall we obtain trained teachers for our public schools," "What shall be taught in the common school." "Music as a branch of common school education," our "City and town supervision." C. C. Rounds was President, and C. B. Stetson, Secretary.

MASSACHUSETTS.—The twenty-seventh annual meeting of the Mass. State Teacher's Association was held in Boston, Oct. 20, 21 and 22. The opening exercises were held in Lowell Institute Hall, on Thursday evening, the 20th inst. The teachers assembled were first addressed by Professor Agassiz of Cambridge. He was greeted with applause as he stepped to the front of the platform. A part of his address we give in substance.

"Fellow-teachers, I speak to you this evening with a diffidence unusual to me : for it is my custom to speak upon those subjects with which I have become familiar by study. Yet, as I am about to return to Europe, perhaps never to return, an experience of more than fifty years in teaching may justify an attempt to make some suggestions to you, who have already learned so much by your own experience. I intend to speak of some of the defects of our public schools, and this subject renders me diffident.

"We are too well satisfied with what our public schools have accomplished, and too proud of them. They have accomplished much ; they have secured to us our republican government ; but they have not produced among the masses of our people that culture which is the proper product of good schools. Proof of this lack of culture is evident wherever men gather in public places. The language we hear in our streets, the language and the manners of a large proportion of those who graduate at our public schools, give evidence of this lack of culture.

"The methods of teaching are defective. I cannot approve that method which tends to the exercise and development of little else than the memory.

"Another evil of our system is, that classes and schools are too large. When I see the large school-houses in which hundreds of pupils are gathered, I am often painfully reminded of the crowded barracks of soldiers. In these school buildings, the large classes placed under the care of one teacher necessitate a mechanical uniformity, and prevent the teacher from adapting himself to the individual wants of his pupils.

"Another defect is found in the way in which we apportion to the teachers the

branches to be taught. We require one teacher to teach too many branches. One man cannot know everything. When so much is required of one teacher, he ought to be a walking cyclopaedia. Since this is impossible, text-books are resorted to. Most of these are worthless; they are made by book-makers, and put up in a form that will sell well. They are made for the purpose of making money. The pupil needs to be taught, not by the unmeaning phraseology of text-books, but by the living, loving voice of a teacher.

"Again, we need more teaching of the things themselves, in place of the verbal exposition of things. Normal schools should be furnished with the means of fitting teachers to teach the elements of the physical sciences. Teachers should be prepared to unfold to pupils, in a clear manner, the history of the earth. They should become skillful in teaching the elements of mineralogy and chemistry. Why so much time spent in studying grammar? Did Homer study any grammar? Or did Cicero finish his masterly orations by the rules of any treatise upon grammar? These men produced their inimitable works when technical grammars were yet unwritten.

"The public are demanding, and will soon imperatively demand, that those teachers should be employed who can open the book of Nature and teach from its pages.

"The great fact is now beginning to be realized that the knowledge of nature has conferred upon man a power that all the classic literature and famous art of antiquity failed to bestow."—*R. I. Schoolmaster.*

ILLINOIS SCHOOL LAW.

FRIEND GOVE:—I have received yours requesting my thoughts upon school legislation. Will answer you briefly, as you wish a reply by return mail.

The present law is a very good one, much better than many school workers think. It would give us credit to accomplish as good work as this law permits and authorizes us to do.

Many can show how the law might be improved in some of its non-essential features, as in distribution of public funds, times of school years, annual reports, elections of officers, etc., etc.

Some consider that very important changes are needed immediately—a compulsory law of attendance—and the township district system, for the sub-district system that now obtains, or, if the present district system is retained, that trustees should be limited in their powers of dividing townships into districts.

All agree that the present school law should be amended that it may conform to the new constitution, and be consistent with itself. More than this, it seems to be the very general opinion of the educators of the State, it is not best to urge upon the Legislature at present.

The bill introduced into the last Legislature, known as Senate bill No. 37, and entitled a "Substitute for an act to establish and maintain a system of free schools," is a copy in part of the present law, and has many merits. It also has many objectionable features, and upon the whole it is inferior in good provisions to the present law.

Every honest educator is looking to the welfare of the educational interests of the State. The question is not that offices shall be, and who shall fill them. We do not care what mountain peaks are highest, but we do care that the great plain between is the most fertile. We do not care what men rise highest in intellectual attainments, but we do care that the great masses of the people rise to a higher plain of such attainments in every decade of our history. An honest educator or legislator will not allow an individual advantage to influence him in promoting an injury to the majority of the people of his State. Neither will any slight obstacle prevent his favoring a beneficent law.

If the legislators of the State shall decide, even if the educators think it not for the best, to put the Senate bill above referred to on a final passage, it is hoped they will notice how it might be changed to better the educational interests of the State before such final adoption. The office of State Superintendent should be one that would equal in inducements the offices of Superintendents of Schools in our largest cities, and the positions of principals of our State institutions of learning; the State Super-

intendent should be furnished with clerical assistance sufficient to enable him to spend very much of his time in work among the schools in all parts of the State. No railroad, or other corporation of like character, is so unwise as to confine its superintendent to close clerical office work.

A county Superintendent of Schools should not be restricted to a two years' term of office. He can do much more efficient work by having his term of office four years. Let the law provide for the removal of one for any palpable violation of law, omission of duty, incompetency, or other just cause. The salaries and duties of county superintendents should be fixed by the Legislature, and not left to the caprice of ever varying bodies of officers. If the office is worth filling at all, it is worth filling well. To fill it well a good man must be secured, and a good educational worker is sought for too much to be secured for a meagre salary, or to be subjected to the annoyance of a constant anxiety concerning his compensation. A county board should not be given the power to fix the salary of a good superintendent so low, that after election he cannot afford to perform the duties of the office, and afterwards to fix the salary of a poor superintendent higher than would have been necessary to retain the services of the good one. Each county superintendent should be required to give annually a full report of his school work, together with the financial condition of the school interests of the county. It would be a very poor policy to encumber the work of a good superintendent with two examiners in granting certificates. If it is ever necessary to give this assistance to a poor superintendent, it might be done by the county board at their discretion.

The State school fund should not be distributed to those townships and parts of townships that shall not have maintained schools according to law.

To encourage attendance at school, one-half of the township funds distributed by trustees to districts should be in proportion to the number of days attendance, as certified in the schedules, and not wholly in proportion to the number of children under twenty-one years of age in the respective townships.

It would accomplish the result sought, and also permit the formation of a township district, if the last part of section 35 should read as follows:

Upon petition of fifty voters, of any civil town or Congressional school township, or, if there are not one hundred voters in the town or township, then on petition of one half of the voters of said town or township, filed with the town clerk or township treasurer at least fifteen days preceding a regular election of town officers or township trustees, it shall be the duty of said clerk or treasurer to notify the voters of the town or township that an election "For" or "Against" the formation of a town or township district will be held at the next ensuing election of town officers or of township trustees, and the ballots to such effect shall be received and canvassed at such election; and if a majority of the votes at such election shall be found to be in favor of such a town or township district, it shall be the duty of the trustees of the town or township, to organize said town or township district, and to establish a system of schools embracing primary, intermediate, and high-school departments. For the purpose of building school houses, supporting the schools, and other necessary expenses, the town or township shall be regarded as a school district, and the trustees shall have the power and discharge the duties of directors of such a district in all respects. The trustees of the town (district) shall be of the same number, shall be elected for the same terms, and shall perform the same duties as the trustees of the township district. The first election of town trustees may be held on any Tuesday upon call of the town clerk by giving ten days notice. Other elections of town trustees shall be on same days as elections of other town officers.

The bill should not require a six months school to be taught in a district before it is entitled to receive its part of the town-ship and State funds, and then restrict the said district by saying that it shall be authorized to levy a tax annually upon all the taxable property of the district, not exceeding in the aggregate, including existing indebtedness, five per centum on the value of all the taxable property in the district, to be ascertained by the last assessment for the State and county taxes. As many districts are already indebted to the amount, or nearly the amount of five per centum of the assessed value of their taxable property, this law would close very many schools of our State until their indebtedness can wholly, or in part, be paid. It would be well to omit the word month in the bill, and require directors to keep schools in operation

for at least twenty-four weeks of five days each, making the week of five days the u of calculation.

Directors should not be allowed to expel pupils for disobedience, but only for incorrigibly bad conduct.

Graduating from a county normal school should not entitle a person to a first grade certificate. If the school gives him the qualifications he can easily obtain one, and if it does not, he ought not to receive it.

If a teacher holds a legal certificate before employment, the law should not be that he shall forfeit his wages as teacher because he may have failed to show it to the directors, unless he shall have been requested by them so to do, and failed to comply with their request.

No good township treasurer should be limited to a term of office of three consecutive years.

Trustees should have the power to fix, at any time, the salary of their treasurer.

The State Auditor should distribute the State school funds among persons under twenty-one, instead of under twenty years of age.

Directors should be required to have all tuition moneys paid to township treasurers.

The county normal school act should not be omitted from the bill.

The section relating to election and powers of boards of education in cities was published, as recommended, in your October journal.

I repeat that the old law with its imperfections is a very good one, better, as a whole, than the Senate bill No. 37, as published. The educators of the State should not urge changes in the school law at present, except such as are necessary to make it conform to the constitution of the State; but if others are inclined to give us a substitute for the law we have, we should look to the points I have mentioned, and strive to secure as good legislation upon them as possible.

E. L. WELLS.

CURRENT NOTES—Sir Roderick Murchison, the eminent geologist, died on the 22nd of Oct., aged 79.

Hon. B. G. Northrup, now in Europe, writes from Vienna: "Our excellent representative here, the Hon. John Jay, and the minister of public instruction, have given me every facility for examining the educational system which is already accomplishing so much for Austria. In mechanical drawing and all art culture their schools are far superior to ours. The polytechnic school is a model, and the university is the largest in Europe, having one hundred and fifty professors and lecturers, and 2,500 students, besides over 2,000 occasional hearers."

General Eaton, Commissioner of Education, has collected from all available sources a list of the names of the colleges and collegiate institutions in the United States. The total number is 466, of which 306 are colleges, 66 Roman Catholic schools, 68 colleges for women, and 29 high schools or institutes for men.

Four New England Colleges are now open to women. Bates, Lewiston, Maine; Colby, Waterville, Maine; University of Vermont, Burlington, Vermont; and Wesleyan University, Middletown, Connecticut.

Vassar College had an excess of revenue over expenses, for the year ending June 22, 1870, of nearly twelve thousand dollars.

Gov. Alcorn has secured 210,000 acres of land scrip for the Agricultural College of Mississippi.

Angelo Ames, of Albany, has donated one thousand dollars to the New England Female Medical College.

A Female Seminary to be patterned after that at Mount Holyoke, is in progress of erection at Wellesley, Mass., \$600,000, the estimated cost having been donated for the purpose.

E. W. Houghton, Esq., has given \$10,000 to Dartmouth Medical College, to establish a museum of Pathological Anatomy—a collection which he says shall have no superior in the United States.

A liberal friend has provided a fund of \$10,000, as a graduates' aid fund for the technical school of Worcester, Mass. The annual interest to be divided among six or seven of the first scholars in the graduating class.

REPORT OF ATTENDANCE FOR OCTOBER, 1871

	No Pupils Enrolled.	No. of Days of School.	Av Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or Tardy.	SUPERINTENDENTS.
Cincinnati, O.....	24,362	25	21,945	21,010	95-7	8,688	.....	John Hancock.
Indianapolis, Ind.....	5,585	18	5,122	4,859	94-9	667	2,611	A. C. Shortridge.
Dubuque, Iowa.....	2,626	20	2,560	2,296	89-7	.....	.....	Thos. Hardie, Sec'y.
Bloomington, Ill.....	2,582	20	2,446	2,527	95	276	.....	S. M. Etter.
Terre Haute, Ind.....	2,502	20	2,368	2,254	95-3	764	1,021	Wm. H. Wiley.
Decatur, Ill.....	1,535	20	1,507	1,427	94-7	184	668	E. A. Eastman.
Janesville, Wis.....	.....	.....	.....	.....	.....	.....	.....	W. D. Parker.
Aurora, Ill.....	1,438	20	1,357-2	1,276-5	94	115	523	W. B. Powell.
West and South } Rockford, Ill, }	1,202	20	1,105	1,033	93-5	291	435	{ J. H. Blodgett. O. F. Barbour.
Alton, Ill.....	1,025	20	957	916	95	432	374	E. A. Haight.
Ottumwa, Iowa.....	797	20	670	638	95-2	181	237	L. M. Hastings.
Danville, Ill.....	779	20	686	636	94-7	272	282	G. G. Shedd.
Cedar Rapids, Iowa.....	741	20	667	636	95-3	96	297	Jas. E. Harlan.
Goshen, Ind.....	647	19	561	502	90	239	249	D. D. Luke.
Charleston, Ill.....	.....	.....	.....	.....	.....	.....	.....	M. Moore, A. M.
LaSalle, Ill.....	685	22	557-7	528-2	93-8	110	201	W. D. Hall.
Macomb, Ill.....	654	20	624	597	95-6	158	285	M. Andrews.
Marshalltown, Iowa.....	569	16	513	487	94-9	79	328	Chas. Robinson.
Geneseo, Ill.....	569	15	535-5	498-1	93-1	283	184	S. W. Maltbie.
Dixon, Ill.....	516	19	469	426	91	228	156	E. C. Smith.
Clinton, Ill.....	.....	.....	.....	.....	.....	.....	.....	S. M. Heslet.
Shelbyville, Ill.....	525	20	491	426	86-7	196	137	Jephtha Hobbs.
Princeton, Ill.....	548	20	507	490	96-6	94	251	C. P. Snow.
Edinburg, Ind.....	454	20	419	394-4	94-1	79	201	D. H. Pennewill.
Rushville, Ill.....	400	18	364	352	96-4	72	211	J. Coyner.
Winterset, Iowa.....	.....	.....	.....	.....	.....	.....	.....	Henry C. Cox.
Urbana, Ill.....	391	20	353	321	90	317	68	J. W. Hays.
Frankfort, Ind.....	387	20	339	312	92	187	156	E. H. Staley.
Normal, Ill.....	386	20	357	342	95-8	55	194	Aaron Gove.
Chester, Ill.....	341	20	312-5	291	93	252	85	C. L. Howard.
Henry, Ill.....	.....	.....	.....	.....	.....	.....	.....	J. G. McClung.
Effingham, Ill.....	326	20	304	294	96-7	269	83	Owen Scott.
Lexington, Ill.....	322	22	295	278	88	428	64	D. J. Poor.
Belvidere, Ill.....	307	22	289	275	93-8	68	126	H. J. Sherrill.
Shawneetown, Ill.....	230	.....	190	165	86-8	.....	.....	Jas. M. Carter.
Batavia, Ill.....	.....	.....	.....	.....	.....	.....	.....	O. S. Snow.
North Dixon, Ill.....	178	19	158-9	147-6	92-8	124	36	John V. Thomas.
Yates City, Ill.....	170	25	162	147	91	37	109	A. C. Bloomer.
Maroa, Ill.....	150	22	135	125-7	93-1	153	34	Ed. Philbrook.
Creston, Ill.....	100	17	96	89	93	7	39	P. R. Walker.

NOTE.—Some of the reports have not reached us, hence the blanks appear opposite a few names.

A resident of Wisconsin, named Sage, has given \$250,000 for a college for women in Ithica, and promised \$100,000 more on certain conditions, one being that attendance at morning prayers in the chapel shall be compulsory.

Brown University has just received the largest Holtz electrical machine in the world. It produces electricity by induction instead of friction—has a thirty inch plate, and is capable of producing a fifteen inch spark; while the largest friction machine can produce but a three inch spark under the same circumstances as this will one of twelve inches.

Robert Anderson, the hero of Ft. Sumter, is dead. Bryant, the poet, is seventy-seven years old; he is still actively engaged in business; in other words, he sticks to his post.

ILLINOIS.—The meeting of the State Teachers' Association will be held at Dixon, Dec. 26th, 27th, and 28th. The programme is nearly the same as that announced in NOV. SCHOOLMASTER. Mr E. A. Gastman writes us that his name was used without his consent, and that, owing to other duties, he cannot prepare the paper. The railroads have generally extended the usual courtesy; a few have not been heard from as we go

to press. Of course everybody will go to Dixon and have a social chat with everybody else. The programme is assurance of first-rate exercises.

Bloomington.—Everything in our quiet city moves so smoothly that news for the **SCHOOLMASTER** is scarce. Both teachers and pupils are fairly interested in their years' work; vacation frolics are forgotten, and the student face and thought are fairly donned. One of the items worthy of communication the present month, is the highly successful labors of Prof. Von Lowenfells, in the introduction of German into our public schools. "All quiet on the Potomac" might very appropriately have been our title dress, to tell in one short line, that all our earnest work is pleasant and undemonstrative. S E R.

Schuyler County.—J. M. Coyner writes from Rushville, "School matters all working smoothly—nine assistants, ten colored children—no difference in treatment. New school house occupied in part Jan. 2nd."

Bureau County is trying the experiment of two day institutes, held once a quarter in each of four districts, into which the county is divided. Mr. Ethridge, Co. Supt of Schools, is working hard to introduce regular grades into the common schools, and has published a course of study for six grades, the probable maximum of any district school.

Logan County.—A Teachers' Institute was held at Lincoln from Oct. 16th to 20th inclusive. 104 teachers out of the 130 now at work in the county were present. Most of the instruction was given by Prof. Hewett, of Normal, Prof. Hamill, of Bloomington, and Prof. Boltwood, of Princeton. Dr. Edwards gave an evening lecture. Superintendent Regan says of the results of the Institute: "I feel sure that many of our teachers will do better work in the future." The **SCHOOLMASTER** received a fine accession to his subscription list at this Institute. Supt. Regan is earnestly and successfully at work among the schools of his county. Supt. Wilkinson is pushing at the head of the schools in Lincoln. They have one of the finest school houses in the State, in this flourishing little city; but we should have a higher opinion of the school board had they given their teachers more than one day and a half to attend the Institute. R. H. FROST and wife are teaching at Atlanta.

McHenry County.—The teachers of this county held an Institute at Woodstock, beginning Oct. 30th. About 70 teachers were present; there was a good degree of interest; and the meetings were visited, day and evening, by many who were not members. Prof. E. C. Hewett, of Normal, was present three days. Superintendent Southworth reports progress in the county. A. W. YOUNG is teaching at Woodstock, in one of the finest houses in the State. Dr. C. C. MILLER is teaching at Marengo. The wages of teachers in McHenry county are shamefully low. The **SCHOOLMASTER** has agreed to visit a good many in this county, another year.

Jackson County.—The County Institute met at Murphysboro', Nov. 6th, and remained in session five days. About sixty teachers were present, or more than one half of the teachers in the county. Instruction was given by J. T. Moulton, Jr., W. H. Morgan, S. Harwood, J. M. Boulby, G. D. Yokom, Theodore James and R. J. Young. Dr. John Ford, the efficient County Superintendent, was President.

ILLINOIS NORMAL.

WRIGHTONIAN SOCIETY,
S. W. PAISLEY.

} *Editors.* {

PHILADELPHIAN SOCIETY,
N. B. REED.

The order requiring the societies to use nothing but safety lamps obliged the Wrightonians to purchase an entire set for stands and chandeliers. This investment cost the society nearly sixty dollars. Although the outlay at the present is considerable, yet the wisdom of the plan commends itself to all. The exercises in the Wrightonian hall, on the evening of Oct 21, were of a high order. Before the society was called to order, the seats were all filled and the crowd began to occupy such positions as afforded them standing room. The oration by Mr. Stuart, was a fair effort. An oration by Mr. Brooks was a good initiative. He had prepared his exercise with some care before attempting to give it to the society. The society paper by Miss Ward and Mr. Roberts was in some respects as good as we ever heard, on such occasions; not for the brilliant

selections or witty sayings it contained, but for the peculiar adaptedness of these selections to the occasion. "The Quaker Meeting" was well described. "Why I came to Normal," no doubt found an answer in more hearts than one. A quartette added much to the enjoyment of the evening. The declamation by Mr. Denning was well delivered. The dialogue by the little folks was excellent in itself, and added variety to the entertainment. The lecture by Dr. Sewall, entitled, "Varieties," may be highly commended, by saying that it was one of the best lectures to which we have listened during the term. The vocal duett, by Miss McGinnis and Miss Garman, was pleasant. "Gone off with a handsomer man," was read in that characteristic manner of Miss Peter, which is always impressive and commendable. Many thanks for such an appropriate close. Oct. 28th.—An oration, by Mr. Stevenson, subject, "Ten Decades," was more deserving than those usually delivered by new students. Miss Norris, of the new class, read an essay. The vocal solo, by Miss Alice Ford, was pleasing; the words were not mumbled, as they are too apt to be at such times. The irregular order of business was promptly attended to. We are glad that the portraits of Wrightonia's former presidents, are to be exhumed from the dust of the closets and hung on the wall. Who will say that these faces have not something like inspiration for younger members of the society. The oration by Mr. Neikirk, entitled, "Progress," was praiseworthy. A declamation by Norman Reed, "Diver," was delivered well; all enjoyed it. Mr. Hays' essay evinced originality, thought, and practical views. The lecture by Dr. Vasey was characteristic of the man; not noisy but deep. It indicated research of more than ordinary extent. The plain facts are interesting, when well stated. The evening of Nov. 4th was a pleasant one to all Wrightonians and others who chanced to be in their hall. The exercises comprised readings, essays, recitations, orations and music. The paper by Mr. Wallace evinced careful preparation. The society was relieved from the regular order of proceedings to listen to five-minute speeches. Messrs. Cook, Paisley, Hays and Reed spoke. Mr. Hays not being able to speak, without some preparation, asked the society to listen to a poem which was doubtless familiar to some of those present, "Tell me not in mournful numbers." Norman Reed was now called for, and not feeling disposed to speak extempore, he recited a parody on the "Psalm of Life," which brought down the house. Mr. Reed was loudly cheered for the ingenious method of closing the *five-minute speeches*. Prof. Cook read two poems from Bret Harte, also selections from Snow-bound. The reader's pleasant voice, if there had been no other excellences, would have rendered the exercise a very agreeable one. The vocal solo by Miss Ida Cook exhibited musical skill. The recitation by Miss Flemming, entitled the "Polish Boy," was given with much enthusiasm. All were delighted with the vocal duett by Misses Hawley and Mosher. The oration by Mr. Rayburn was very fair. The speaker had given his subject careful thought. The society exercises of the Wrightonians Nov. 11th. were in some respects superior to those of any meeting of the month. The vocal duett by Misses Rawlings and Jones, was appreciated. The duett by Misses Brown and Clute, was a very pleasant exercise. Perhaps the drama by the Grammar-school boys excited more attention than any other exercise of the evening. The society paper, by Misses Ward and Kendall, was fair, and "pleasant words" was read in a pleasant way by the pleasant young lady. Mr. Roberts' essay was noticeable for the writer's originality. The debate by Messrs. Johnson, Hunter, Best and Meath, was creditable to the young men. The first speech on the affirmative had been prepared with great care.

Philadelphian Hall, Oct. 21.—The exercises offered this evening merited the large audience that attended. After instrumental music by Miss Camp, the society was entertained by contest exercises consisting of the following: An oration, "The Corruptions of our Republic," by Mr. Stoutemyer; an oration, "The Scholar's Hope," by Mr. E. Smith. Miss Clara Gaston read an essay, subject: "Life's experience ought to soften and sweeten men's dispositions;" this was followed by an essay by Miss L. Ray, whose theme was "The co-existence of Good and Evil." The essays were worthy productions. The society was highly favored with a song by Miss Whipp. The debate, "Should the 5-20 Bonds be paid in Greenbacks," was one of the most closely contested literary combats that ever occurred on the Philadelphian rostrum. The question was supported by Messrs. Richey and Guy, and opposed by Messrs. Hovey and Johnston. The leaders of the debate distinguished themselves by the clearness of their arguments, and by their

thorough knowledge of the subject. The decision was given in favor of greenbacks. Oct. 28. The Philadelphian exercises were initiated by orphean strains from the harps of Hovey and Templeton, with a guitar accompaniment by Mr. Rulison. Miss Pound read "Over the hill to the Poor-house." The reader exhibited considerable talent, and deserves much praise for her exercise. Mr. Pinkley gave an oration showing the general character of office-seekers. Miss Hickey read an essay. Mr. L. A. Chase, of the Business College of Bryant and Chase, of Chicago, gave the society some good advice. Mr. Chase was formerly President of this society and is remembered as one of the most patriotic Philadelphians. Gentlemen, Smith and Reed, and Misses Pennell, Osborn and Town, were appointed as a committee to make arrangements for the coming contest. Prof. Metcalf lectured on his travels in Europe. It is proper to state here that the Prof. kindly gave this lecture as a substitute for a debate on the granting of public lands to railroad corporations. The Wrightonians tendered this question for the contest, and at the request of the aff. Messrs. Blount and Hulenger, the neg. Messrs. Reed and Brand, although weeks had been spent in careful preparation, consented to withdraw the debate. Nov. 4. The hall was filled. Sociality and gayety characterized all who had come out to enjoy one of those weekly entertainments that constitute the *pleasant* part of Normal life. Miss Foss read an essay. Miss Kellogg entertained the society with an essay on the subject of "Leaves." The society was favored with a duett by Misses Stroud and Brown; the music was of a superior quality, and a rich treat to all lovers of music. The prominent exercises of the evening was a debate on the immigration of Chinese. In this debate the merits and demerits of the "heathen Chinees" were clearly set forth. A duett by Misses Mosher and Hawley was pronounced very excellent. Nov. 11. The rich carpet of the Philadelphians yielded to the pressure of hundreds of feet. The hall was thronged with the *elite* of Normal and Bloomington. Messrs. Brown and Hartwell delivered creditable orations. Miss Flo. Pennell read a poem, entitled "The rescue of Chicago." A tableau played by Miss Hammond and Messrs. Brand and Livingston, had a *striking* effect. Two interesting tableaux followed the recess; the first represented a "Gipsies Camp," the second, "Circumstantial Evidence." In the latter the dye from the young man's moustache had left a suspicious mark on the lady's face. Professors Hewett, Edwards, and others read a selection from Shakespeare. The Phil. society is in a very flourishing condition. No special efforts have been made to induce members to pay their dues, yet more than 80 have paid. More than \$30 have been paid out this term, and there is now in the treasury nearly \$100.00. The exercises have been of a high character,—nearly all original work. The Pres. has not been compelled to fill up his programme with a single declamation this term. Programmes for the remainder of the term have already been filled out. On the evening of Nov. 3, the Baptists gave a festival in their new church. It was a grand success; the net proceeds amounted to nearly \$500. A considerable interest was manifested in the disposal of a fine chromo, "Frankenstein," valued at \$20; this was to be voted to the Philadelphian or Wrightonian society,—votes 10 cents each. The result was 155 to 244 in favor of Philadelphian dimes and enthusiasm. The following persons have been appointed by the Philadelphians for the annual contest held on the 13th of December: debaters, Messrs. James Hovey and Geo. Blount; editress, Miss Clara Gaston, assisted by Miss A. Carr; orator, Mr. Frank Richey. The Wrightonians have for the debates, Mr. J. M. Wilson and Mr. Lamb; orator, Mr. Kimbrough; editress, Miss Franklin, assisted by Miss Monroe. Miss Dyer, formerly of Normal, was one of the unfortunates of Chicago; as she lost nearly everything she possessed, a subscription was taken for her assistance. Miss Frances E. Shaver, who was teaching in Chicago, was "burned out." Mr. L. A. Chase lost considerable, his safe and its contents burning up. Asa Peck, Al. Overman, L. Coffeen, J. Barry, and several other Normalites, lost their situations for a time after the fire, but we understand that most of them are again in their former situations. Ed. Plummer, class '71, has gone west. Miss Onie Rawlings, class '71, is teaching at Centradia. Mattie E. Kern, class '71, is teaching in Bloomington. Emma G. Strain, class '71, is also teaching in Bloomington. Geo. Patton is teaching at Secor. Amos Dillon gave up his school in Menard county, on account of sickness. Clark Gill is clerk at the Orphans' Home. Chas. James, who is teaching near LeRoy, has left the "*statum quo*" and entered into the "*vinculum matrimonii*." The Faculty have decided that 10 o'clock is late enough to be out on Saturday and Sunday evenings.

BOOK TABLE.

The New American Series of Readers, by EPES SARGENT and AMASA MAY. Philadelphia: E. H. BUTLER & Co.

This is a series of five books just issued by the above named house. They are quite moderate in size, the largest containing only 312 pp. We have examined the whole series with a good degree of care, and do not hesitate to say that, on the whole, they please us much. The senior editor has long been known as a gentleman of scholarly taste. He was the author of a series of readers, published in Boston some twenty years ago; we always thought that series a very excellent one.

We will briefly indicate the principal things that we observe in this new series to commend or to criticise. To make the adverse statements first: We do not approve in full of the system of phonic analysis. We think the distinction—so important—between a sound and the letter or letters representing it, is very frequently lost sight of; and, generally, the letter is given before the attention is called to the sound of it. We think this is “putting the cart before the horse,” decidedly. The following short extracts will illustrate what we are criticising. “For instance, the *A* in *far* is elementary.” “A consonant is an element of speech formed by a complete or partial closing of the vocal tube.” We do not believe that the sound of *a* in *far* is that of “long *a* modified by *r*,” it seems to us the sound of *short a* lengthened. How “long *o* is also modified by *r*, as in *bore*,” we are wholly at a loss to understand. Does the letter represent a sound at all different in the words *bore* and *go*?

We agree fully with this statement, which occurs in substance more than once; “ordinary punctuation is no guide for oratorical pausing.” But we leave the editors to reconcile the statement above with statements like these: “The comma is the mark of the shortest pause in reading”—“The semicolon denotes a pause a little longer than a comma.” We believe we shall never make good readers, by teaching them that “punctuation marks the pauses to be observed in reading.” It is time that this prolific source of error were removed from all our school readers.

It seems foolish to present such reading lessons as the following, merely for the sake of avoiding all words of more than two letters: “Is she in? She is in. I am on and she is in.” &c.

But we have found in these readers much more to commend than to condemn. The cheapness of the series is greatly in its favor; the five books cost at retail only \$2 50! The pages are pleasant to the eye; and the print is beautifully clear. The authors’ directions to teachers are almost invariably excellent. Their suggestions for object lessons, in the smaller books, are good and very useful.

The pictures in the entire series,—for the highest book is quite richly illustrated,—merit our warmest commendation. It may be said of them, that they are *beautiful, instructive*, and of such a kind as *must interest the learner*. We are glad to see so many representations of the sea, and of things pertaining to it. We think this will be of special value to children whose homes are on the prairies, far from the sea. We have not noticed a poor picture in any of the books. Lastly, and most important of all, we heartily commend the character of the selections; they seem to us to be well adapted to their main purpose, that of teaching to read, while their moral and literary tone is always excellent. In the largest book, there is no small amount of new literature,—and that which is good;—yet we rejoice to see the old standard pieces whose acquaintance we first made in the School Reader. Here are “Gray’s Elegy,” “Lochiel’s Warning,” “Bernardo del Carpio,” “Quarrel of Brutus and Cassius,” “Coleridge’s Hymn to Mt. Blanc,” “Collins’ Ode to the Passions,” and many more. They wear the faces of old friends; and we are glad the youth of another generation are not to miss them, for the effusions of Bret Harte or John Hay.

The “Explanatory Index” is excellent; but six pages is too little for the purpose.

We wish the *New American Series* abundant success.

H.

A Manual of Arithmetic, &c., by GEORGE A. WALTON and ELECTA N. L. WALTON. Boston: BREWER & TILESTON.

This little book is a key to *Walton’s Illustrative Practical Arithmetic*, but combines, with the answers to problems in that book, a great variety of dictation exercises,

together with many valuable discussions and practical suggestions to teachers. Most of the authors' work we heartily commend; there is much that is new in the book, and most of it is really valuable. We specially commend the suggestions on the combinations of simple numbers, pp. 16 and 17. We like the method of naming periods of figures indicated on p. 52; we have practiced this method for years, but have never before seen it in any book. We like the explanation of subtraction from the left hand, p. 53. The statements about the standard of weight and measure, p. 88, are very important. The explanation of the system of governmental surveys, pp. 96 and 97, is especially useful in the west. Where all the pupils in the common schools should be made familiar with it. We agree in rejecting the common method of finding the difference in time between two given dates, p. 124. We like the method of making the lacking term in a proportion fall in any place, p. 148. We commend the contractions in multiplication, pp. 162, 163, &c. We agree in disapproving the explanation of cube root, by means of blocks; we commend the frequent and excellent reviews, and the dictation exercises.

We do not see the force of the reasoning on p. 12, by which *one* is not considered a number; and the authors themselves are obliged to resort to an awkward statement on p. 39, in consequence of that reasoning. We heartily agree with all that is said on pp. 12 and 13, about the evils of confounding *figure* and *number*; but, alas for consistency, when, on p. 22, the teacher is told to add any *digit* to any number; and on p. 56, we are told about the *sum of the digits*. We do not agree with the reasoning on p. 35, by which the two cases of division are merged in one. We should like to see the multiplication and division by powers of 10, on p. 76, referred directly to the laws of the decimal system of notation; and we believe there is too much reference in decimal fractions, to common fractions. Is not the difference between compound and simple numbers as stated on p. 90, the *only* difference between them?

We hope, however, that this book may go into the hands of every reader of the SCHOOLMASTER, for there is food for thought in it.

PERIODICALS.

The *Galaxy*, for December, reached us Nov. 13th. There are several papers in the current number of this enterprising magazine that will attract much attention. John S. C. Abbott's "Adventures of the Countess de Berri, mother of the French Count de Chambord," will interest all students of history. Mr. William R. Hooper's account of "Black Friday," proposes to give much of the inside history of that nefarious scheme of certain New York gold gamblers, that gave rise to the disasters of that dark day. He places the blame of these transactions primarily upon Jay Gould; and, if the facts are as he states them, he fully explains all the connection that President Grant had with the affair. Prof. T. B. Mauy's "Weather Prognostics, by the People," is worth the study of every one interested in meteorology. Yet his style is neither simple nor clear. Ex-Secretary Welles publishes his second paper on "Admiral Farragut in New Orleans." The "Scientific Miscellany" treats of a variety of interesting topics, and the book reviews are very full and entertaining. Any teacher who is alive to current and historical topics can ill afford to dispense with the December *Galaxy*.

Scribner's Monthly, for December, reached us scarcely later than its cotemporary. It contains an instructive paper on Japan, by Bayard Taylor, also illustrated; and an account of the Boston Public Library. G. P. Putnam's sketch, "London Revisited," is a suggestive paper; while Mr. Wm. C. Conant's "Right not to vote," deals some heavy blows at the theories of female suffragists. We do not see how any one can read this paper without concluding that this is a question that seriously concerns every member of society. The editor discourses of the "Topics of the Times," with his usual good sense. A funny page of etchings on "Thanksgiving in the Country," concludes the number. George McDonald's capital story is continued, and some of the lighter articles are very readable and entertaining.

Harper's Weekly is by no means "suppressed." The issue for Nov. 18th attacks the "Ring" by word and caricature more fiercely than ever. The "Rogue's March" is excruciatingly funny.

The *Maine Teacher*.—This excellent journal comes to us regularly from "away down east." The Editorial Board bears at its head the name of our old-time friend, A. P. Stone, now of the Portland High-School. The number for October contains an interesting article on the new agricultural college, just established at Orono.

The *Minnesota Teacher*, published at St. Paul, and edited by W. W. Payne, North-field, is a well prepared and full journal of education. The teachers and educational public of Minn. have one of the best school magazines in the country; every one should be a subscriber.

PUBLISHERS' DEPARTMENT.

The price at which we put the SCHOOLMASTER is exceptionally low; it is designedly so; and our premiums are very liberal. These facts oblige us to adhere strictly to the rule of *payment in advance*. Many subscriptions expire with this number; we earnestly invite all these friends to renew their subscriptions immediately, that we may send them the January number. We have been receiving new names of late at a rate which both surprises and gratifies us.

We are prepared to furnish Report cards, for the use of schools. Our card is the only one which we have seen that contains all the necessary elements, and yet is on one piece of card board the size of a common letter envelope. One card serves the pupil one year; monthly reports are made and signed by the parent. These reports were originally prepared for our private use, but so many calls have reached us that arrangements have been made to supply teachers. We will send sample for stamp. The name of the school or town will be printed, and teacher's name, if ordered. Price one dollar and half, a hundred. Address CHICAGO SCHOOLMASTER, Normal, Illinois.

The Manhattan Sewing Machine Co., although sufferers in the Chicago fire,—their entire agency being burned—have been among the first to re-establish their western business. This first class superior machine can be had by addressing the agent, T. C. Estee, 386 Wabash Avenue. All information desired will be sent on application, with samples of work, &c. The prices are as low as any other good machine.

Among the sufferers by the Chicago fire was Wilder, proprietor of the celebrated blackboard slating. In less than a week Mr. Wilder was re-established in new quarters, ready as ever to fill orders and put up boards. No work of Mr. Wilder's, so far as we have heard, has failed to give satisfaction. All school men can rely upon first-rate blackboards if Mr. Wilder fills the order. *See advertisement.*

Teachers wishing copies of our census tables for school use, should order at once. The form will remain standing till Dec. 15. These tables are of inestimable value. The pages of the November and December SCHOOLMASTER containing the tables, are printed in convenient form for the use of each pupil, and will be sent by mail on application.

For a convenient, concise and complete monthly report for school use, none equals that published by the SCHOOLMASTER. Send for sample, and read the advertisement.

Special attention is called to the advertisements in this number. We have none from inferior firms. Everything stated can be depended upon, and all promises will be fully redeemed. No publication in the United States can boast of so complete a list of first-class houses, as can the SCHOOLMASTER'S advertising pages.

THE AMERICAN HIGH SCHOOL: ITS CLAIMS AND ITS WORK.

*A PAPER READ BEFORE THE ILLINOIS SOCIETY OF SCHOOL
PRINCIPALS, AT ROCKFORD, JULY 6TH, 1871.*

BY J. B. ROBERTS,

Superintendent of Schools, Galesburg, Illinois.

Published by order of the Society.

IN his last report (for 1870), our Superintendent of Public Instruction informs us that there are 108 High Schools in the State of Illinois, or, about one for each county. The number of *Graded Schools* is reported to be 641,—81 less for the year 1870 than for 1869. But as no separate enumeration of High Schools has been made in the earlier reports, it is to be presumed that most, if not all, those schools which are now classed as high schools have heretofore been counted as separate graded schools, so that the falling-off is more apparent than real. We are further informed that among these *high schools* there is “a wide difference in the extent and character of the courses of study, in the requirements for admission, the standard of scholarship, and their general excellence. The common characteristic of them all, however, is that they are specially designed to afford instruction in more advanced branches of learning than those prescribed in the general school-law.”

It is evident that our earlier law-makers did not contemplate superior education at public expense, and nearly all schools of a high grade, to the present day, in the State of Illinois, are creatures of special legislation. That free common schools should grow up into free high schools is, however, only natural and logical; and indeed, once having admitted the principle of state education, it is difficult to say where the state should stop, short of affording at some place and in some way the means of whatever intellectual culture any of its population may seek.

Is education a public, or a private interest? If private, what has the state to do with it in any way? If public at any stage of its development, at what particular point does it become suddenly and wholly a matter of merely individual concern? Is the common school one thing and the school for superior education another, different in its nature and objects; or, are they component parts of one grand system? Upon the true answer to these questions must depend the very existence of the high school as one of the steps in our educational ladder.

There is probably in every community a party—small, it may be, comparatively, in numbers, but influential in affairs—which regards all superior schools as

extra-public interests. There are places in which the hostility of this party to the public high school is really formidable, and threatens the existence of institutions of this kind which are already established. The intelligence and even the public spirit of many who belong to this party is not to be questioned. We may not bring a railing accusation against them. It is not enough to charge this opposition to the penurious spirit of tax-payers nor to rival interests in private institutions; though, without doubt, much of it springs from these sources.

Decorous modesty forbids us to say "Surely, we are the people, and wisdom was born with us"; and yet, the oldest English high school in the United States is younger than some of us, while the memory of the youngest of our number runs far back of the birth of the first high school in Illinois or the West. Yet a full century ago New England was dotted all over with academies and classical schools of high grade and wide-reaching influence. To an old New-Englander the names of Dummer, Exeter, Andover, Leicester, Munson and Williston Academies are full of sacred and venerable associations. He will hardly believe that any thing modern can meet the educational wants of the land quite so effectually as that system which served New England so long and so well.

But we must not forget that in the history of these venerable institutions, though they originated in private munificence, is to be found a full recognition of the principle upon which rests all provision for superior education at public expense. In the year 1797 the academies of Massachusetts were virtually incorporated into her system of public schools; and not only did existing academies receive endowments of lands from the state, but provision was made for the establishment of new institutions by state aid in those parts where none were as yet in existence. The policy was that every neighborhood of "thirty or forty thousand inhabitants" should have one superior school, endowed partly by individual, partly by local and partly by state contributions. The credit of giving shape and effect to this policy belongs to the Hon. Nathan Dane, author in Congress of the famous 'Ordinance of 1787'. There can be but little doubt that many of these schools owe their *continuance*, if not their first existence, to the fact that they were adopted by the State of Massachusetts.

The strong point, however, which the opponents of the high school make is that but a very small portion of the community is reached by its influence. In a narrow sense, this is quite true. In the most favored communities the average school-life of an American youth is less than six years,—little more than half long enough for the most elementary studies. Where circumstances are most favorable, moreover, we find in the high school only from one to four per cent. of the entire school attendance of a given town or city. Boston and Chicago may illustrate the extremes. Boston has a little less than 4 per cent. of her school attendance in the high schools; Chicago about $1\frac{1}{2}$ per cent. Some of the smaller cities reach a maximum of 5 per cent.; but the difference is, probably, in some measure owing to the fact that their schools are of a somewhat lower grade than those of the larger cities.

If we multiply these percentages by $2\frac{1}{2}$, we shall have in per cent. about the true ratio of the number actually in high schools to that which should be in them, upon the theory that it is desirable or possible for all the children who are in the public schools to complete the entire course. Assuming this basis of calculation, to be

true, although it leaves out some elements which would much reduce the figures, we find that Boston with her system for superior education reaches only one in ten of those for whom it was designed; Chicago reaches less than one in twenty.

Carefully-collected statistics in Cincinnati, St. Louis, and in some smaller cities, show that the largest attendance upon our public schools is of children between the ages of eight and nine, after which age the falling-off continues from year to year in a rapidly-increasing ratio. The average age of pupils in public schools, including high schools, is about 10 years. In Cincinnati it is 9 years and 5 months; in St. Louis it is 10 years; in my own town and Aurora it is about 10 years and 1 month.

In view of such facts as these, John Hancock, Superintendent of the Cincinnati schools, is led to say, "It would seem that there is but a limited demand for higher education, or the schools are not adapting themselves to the wants of the community." "If", says he, "there be any thing more in the design of an education by the state than to give the merest rudiments of knowledge in the elementary branches, if its design be to form the character of its citizens as well as to give them information, then must this purpose be in a great measure defeated if it have not more time in which to mould and build up this character. The large sums paid for public education must, under the present order of things, ever fail to yield their best fruits."

Whatever may have been the intent with which these words were uttered, they certainly have been quoted with effect by those who are disposed to look upon the high school as a costly and unpractical ornament upon our educational edifice.

There is still another point made by the opponents of public high schools. They say that free education is simply a measure for public safety. "All that is necessary to secure this end," say they, "is that the people should be able to read and write and should know enough of business forms and reckoning to secure them against the danger of being cheated in making change. Higher mathematics, languages and natural science are not needed to make men orderly citizens: those who seek higher attainments do so in pursuance of individual tastes and ambition. Why should the state furnish one of its members with intellectual capital, rather than another with banking capital?"

These, then, are the two articles in the indictment against public high schools. Reversing the previous order of statement,—1st, The state is not interested, and therefore need not concern itself with the higher education of individuals; and, 2d, All attempts to promote higher education on the part of the state have thus far resulted only in the benefit of a few at the expense of the many.

A complete consideration of the first article will include most of what need be said in reply to the second.

In the first place, we must throw out of the consideration the relative rights of the many and the few. It may sound paradoxical, yet it is doubtless a true principle of statesmanship, that government has no more right to concern itself with majorities, however large, than with minorities, however small. Any theory of state education which takes into consideration the special advantage of individuals, of classes, of parties, or majorities, must fall to the ground; and the whole fabric of an educational system based upon such a theory must, in time, come to the ground with it.

Governments are instituted for the promotion of the ends of society as a whole. Tried by this standard, it is true, most governments now in existence are failures. In many things, they either fall short of duty or they overreach it. The public is cheated of some great advantage which might be secured to it, or those who are intrusted with the management of public affairs lend themselves, either corruptly or ignorantly, to the schemes of individuals and corporations. In the name of sound policy, let us insist that all our governments, whether local, state, or national, shall confine themselves strictly to their legitimate functions.

We must place, then, the claims of education at public expense upon the necessities of organized society. If at least a rudimentary education is requisite to prevent civilized society from relapsing into barbarism, then the law of self-preservation, the most imperative of all natural laws, justifies society in educating. If the well-being of organized society demands that there shall be men and women of wider information and higher culture than is attainable by the masses, if there are things to be done in the interest of all which can only be done by persons of superior training, then is society justified in affording even to a select few the means of preparing for their peculiar work: not, indeed, an arbitrarily-selected few, but a few chosen by the higher and more subtle law of 'natural selection'.

That the affairs of society can not be thoroughly and well administered in all departments without more knowledge and discipline than is afforded by common schools of the lower grades must be admitted by all. Nor, in making this admission, need we forget the illustrious succession of 'self-made men', whose brilliant and useful public careers have so often served to point a tirade against schools of all degrees. Every one knows these cases to be purely exceptional, and practically recognizes such to be the fact. What father, with ambitious notions for his son, attempts to develop his budding genius and fit him for presidential honors by limiting his opportunities to an old copy of Euclid perused by the light of a pine-knot? Who would expect to make his son an eminent linguist by binding him out as a blacksmith's apprentice, or to fit him for a senatorial career by confining him until majority to a cobbler's bench? And yet, the history of some of our self-made men might afford precedents for even such folly.

The common sense of mankind is that society needs leaders as much as an army does, that these leaders must be educated men and women, and that good schools are the best means for educating them.

Every virtuous man of high culture is a common blessing to the society of which he is a member; and the higher the order of his talents and virtues, the more wide-reaching is his beneficent influence. In a good and eminent citizen a state has a greater treasure than in capitol buildings, railroads, or river improvements. Have we not reason to rejoice and take pride as a nation that such a man as Agassiz has found a home with us and the means of prosecuting his chosen work? Our government has never yet adopted the policy of pensioning such men, nor of offering them special inducements to become American citizens; but who is there who does not feel that the Legislature of Massachusetts has not only done a legitimate thing, but has done itself great honor, in recently appropriating \$50,000 for the use of this eminent naturalist in the enlargement of his Museum?

Fortunately, there are institutions in our land which are not slow to recognize ability when once it is developed, and to give it a sphere of activity. It is not

likely to be lost to the world. But there will be great loss if our American youth, in city, town, and country, find no opportunity to develop the intellectual power there is in them.

For what purpose, the question recurs, are governments instituted among men? Are they merely to punish and repress outbreking wrong? If so, no government has a right, either in its general or municipal capacity, to meddle with education. Nor has it a right to carry the mails, or to incorporate institutions and companies, to own and sell land, to encourage manufactures and agriculture. In fact, philosophers of the Herbert-Spencer school take this limited view of the functions of a state. No nation, however, has as yet been converted to such a doctrine. The government is regarded as the head of organized society, and the most fitting and convenient instrument for doing those things which are a common interest—those things without which civilization must decline and society fall in pieces. This is both the theory and the practice of the nation to which we belong.

What, then, is the very foremost conservative element in civilization? It is the education of the people; and not alone the rudimentary education of the masses, but the higher education of those who are to be our social, political and religious leaders. The logical conclusion of the matter is this: But two consistent courses lie open to the state. It must either let education alone entirely, or it must at least fully supplement the means which private liberality has furnished for the very highest culture which any seek and have the capacity to receive.

Says Everett, "I will thank any person, who can do so, to show why it is expedient and beneficial in a community to make public provision for teaching the elements of learning, and not expedient nor beneficial to make similar provision to aid the learner's progress toward the mastery of the most difficult branches of science and the choicest refinements of literature. Sir, they all hang together. . . . The duty of educating the people rests on great public grounds, on moral and political foundations."

Michigan has already come up to this grand idea, and in this respect she is in advance of her sister states of the West. Her common schools, her high schools, and her noble university, the pride of the whole West, are parts of one magnificent scheme of free education, fully realizing the ideal of Huxley, who says that "no system of public education is worthy the name of national, unless it creates a great educational ladder with one end in the gutter and the other in the university."

With regard to what high schools have actually done and how far they are meeting the popular wants, it is perhaps too early to draw any general conclusions. The oldest public high school in the United States, if we except the Boston Latin School, is but fifty years old. Until 1837, when the Philadelphia High School was organized, there was not a single institution of the kind in the United States outside of Massachusetts. Boston had no permanent high school to which girls were admitted until 1853. The high school of Chicago, which I take to be about as old as any institution of the kind in the West, only dates back to 1856.*

The system of free schools for superior education is yet in its infancy. It is true, as we have already seen, that a majority of the school-children never reach the high school: but the number who do so is continually increasing, as the lower grades are better taught and as population becomes more stable. A majority of

* The St. Louis High School was founded in 1854.

those who enter do not graduate — perhaps not more than one fifth of them,—and indeed about one half leave at the end of the first year. And yet, small as these *ratios* appear, it is within bounds to say that in the State of Illinois not less than 5000 youth are annually receiving instruction in the higher branches of education, a large majority of whom would have no opportunity to do so except for our free high schools. This, then, is no small addition to the sum-total of popular intelligence. Nothing is more contagious than intellectual activity. The influence of these 5000 pupils is felt by all the other members of as many families, and the wonders and beauties of science and literature, both ancient and modern, become topics of conversation around many an evening lamp and in many a social circle. Take away from the intelligence of this nation all that has been added to it within the last twenty years by public high schools, and you will lower by many degrees the standard of civilization and culture to which we have attained.

But all this may be conceded, and yet the objection be urged that high-school work belongs more appropriately to academies and endowed schools. Well, and what is a public school but a school which is endowed by the wealth of the whole community where it is situated? Let the public, by all means, accept whatever the liberality of wealthy individuals may induce them to give: it will make the burden lighter for the rest, but will not relieve them from an ounce of responsibility. The schools must be had: civilization requires them. What private individuals fail to do for society, society must do for itself.

Has any one made an estimate of the amount of capital invested in our grand system of public instruction? The running expenses of the public schools of New-York City are equal to the interest on fifty millions of dollars. The 108 high schools of Illinois represent an unproductive capital of one million of dollars, at a low estimate; while endowment funds of about five millions would be required to make them what all such schools should be — free.

The most hopeful advocate for endowed academies and classical schools, I believe, has not had the assurance to propose more than about one for each congressional district; while there is already a high school for each county, and it is to be hoped there will be one for each township of 500 or more families. The great obstruction which prevents children from being sent abroad for their schooling is the inability or unwillingness of parents to pay the expense of their board, or reluctance to have their children away from parental influence during the most critical of the formative periods of their character. It is a thing earnestly to be desired that children should have home training until the age of fifteen or sixteen, when they may be trusted to go abroad to the college, which demands a larger area for sufficient patronage.

Teachers and friends of education, we have pressing need to raise high the standard of free schools in the communities where we live. Times are hard, taxes are burdensome, and in every community are found men of narrow minds who are not without influence, and who some times even manage to get themselves elected on boards of education. They have but one idea which is worthy to be called a policy, and that is to reduce expenses. They do not see why children in these times should have better opportunities than they themselves had forty years ago. Men trained up in the old wayside log school-house have got on pretty well in life, and have become rich and respectable. If any body wants any thing better for

his son, let him send him where it is to be had by paying for it. In many cases our first and most urgent work is to combat this sentiment. There are, moreover, many places still without high schools which ought to have them, and there a public opinion is to be created which shall demand them. We are to educate the people as well as their children.

Our position is a strong one, and need not be supported, or rather weakened, by fallacious arguments. The great principles, then, which we are to hold forth are, *First*, That a certain amount of rudimentary education is necessary for the simplest and most ordinary duties of life; that this education is to be offered freely to all, and that all practicable and reasonable means are to be used to induce all to receive it.

Secondly, That beyond this, the circumstances, necessities and responsibilities of all not being alike, there being multiform duties devolving upon the members of society, all do not need precisely the same kind or amount of knowledge and culture; that the duties requiring higher culture can be performed by a smaller number of individuals than are required for the common duties of life, so that no great public interests are brought into jeopardy by the comparatively limited education of the masses.

Thirdly, That general intelligence is not best promoted by giving superior education to select classes—as, for example, to the children of the wealthy, who are able to pay for it,—but to the best minds of all classes and conditions, thus rendering it possible for those in the humblest to reach the highest position, and keeping up a purifying process in society by a constant interchange of ascending and descending currents.

It would be instructive to know how many of the teachers of our land were trained in high schools. It has been very justly said that a mere common-school graduate is not fit to teach a common school. There is a constantly-increasing demand for well-trained teachers. Normal schools are doing something toward meeting this demand, but our high schools must bear off the palm for the numbers they supply, if not for the thoroughness of their preparation. Indeed, many of our high schools have normal departments connected with them, and the number of such is increasing year by year.

During the first sixteen years of its existence, the Boston Girls' High and Normal School furnished 448 teachers for the Boston public schools, and 226 teachers for other places, making 714 in all. During the past year, 32 out of 53 teachers in Peoria were graduates of her high school. These instances are given merely because the statistics happen to be at hand, not that they are known to be especially extraordinary.

Before leaving this part of my subject, I should not omit to mention the indirect influence exerted by a good high school upon all the lower grades of the system with which it is connected; an influence which affords a healthy intellectual stimulus to many a boy and girl who may never succeed in getting within its walls. It works better than a compulsory law in securing good and continued attendance. Remove the high school from a town which has enjoyed its advantages, and immediately the whole intellectual tone of the place begins to lower. The class of pupils who used to drop out of the first grade now go from the second or third, and the whole school sinks both in reputation and in power for good. The effect

of a good high school upon the reputation of a town is generally recognized by business men, and this has led to some architectural extravagances, which are in no small degree accountable for a slight reaction in public sentiment. Great discretion is needed on the part of the friends of education, lest this reaction in some places result disastrously.

Having considered the claims of the high school to be an integral part of our national system of public instruction, let us now turn our attention to the conditions of its organization and management.

In the first place, a large and compact population is necessary: the larger the better. A population of some 500 families who live within easy accessible distance from some eligible centre is, perhaps, as small a population as can easily support a first-rate school of high grade. An intelligent, well-to-do community of this size will furnish, on an average, about 50 scholars for the higher classes. For such a school no palace is needed, only a separate room in the main public-school building, with a recitation-room or two adjoining; some apparatus, a few minerals, and a well-selected library of reference-books. Two or three teachers, if well qualified and efficient, will constitute a sufficient corps of instructors. The great majority of high schools in this state are about of this class, and must be for many years to come.

High-school teachers should be persons of liberal education; if possible, graduates of higher institutions. The management of such a school has been committed to women alone, who have done the work thoroughly and well. It is, however, undoubtedly better, when practicable, to have teachers of both sexes.

The grammar school or schools of a place are expected to furnish pupils for the high school. The terms of admission and mode of selection vary somewhat, as we should expect, in different localities. The common method is to admit those who pass the ordeal of a written examination, which is made more or less severe, according to circumstances and the judgment of the examiners. It may be made so severe as to exclude all except the most brilliant pupils, or it may be so relaxed as to admit the most stupid. In the one case wrong is done to individuals; in the other, the whole school suffers from a dead weight of incapacity with which it is loaded down. What, then, should be the standard of admission, and what the criterion by which the candidates are to be tried?

The ordeal of examination should certainly not be abolished, but it should be only one of the elements. The record of the pupil's success for the previous year or two should also be an element of no less weight. The effect of the first mode of selecting pupils is to make the teaching of the grammar schools take the anticipated turn of the examination. So many pupils leave school at this period that the work of the first grade should be made as complete as possible in itself. The judgment of a teacher, as to what his pupils had better be taught, should not be warped by a spirit of emulation toward his fellow teachers, whose pupils are to be put in competition with his own in a factitious examination.

On this point, Sup't Philbrick, in a recent report, says, "Pupils in the grammar schools ought to be taught without reference to high schools. They should be taught what is best worth knowing, up to a given age, and then they should, if they desire it, be permitted to pass to the higher grade of instruction."

The requirements for admission can not be every where the same. Chicago, as

is well known, is obliged, in self-defense against numbers, to make admission to the high school difficult. The sifting process begins far down in the district school, and becomes more and more exclusive at each successive repetition. The Darwinian theory of the 'survival of the fittest' finds here a most striking exemplification. None but the most brilliant or the most industrious can hope to reach the high school. Chicago is thus enabled to maintain a school of so high a character, as respects scholarship, that but few of our western colleges are able to compete with it. Any person familiar with western institutions is well aware that the sharp, quick and direct work of the Chicago High-School class-room can not be done with the material of which most of the students of our rural colleges are composed,—at least, not until after the discipline of years. Not more than two or three of the high schools in this state can afford to make themselves as exclusive as that of Chicago. The requirements for admission must vary somewhat with the circumstances of each locality. It is, perhaps, sufficient to say that they should be—(1) the ability to read and write the English language with a fair degree of accuracy; (2) a knowledge of the general features and divisions of the earth's surface; (3) a ready facility in the use of numbers for all ordinary business purposes. Habits of close attention should have been formed, and the perceptive faculties and memory should have been so trained as to yield a ready obedience to the will. In the process of the development of these faculties, it is to be supposed that the pupil has acquired some elementary knowledge of the three kingdoms of nature and of the facts of history, especially that of his own country.

The pupil is now to commence, not so much the investigation of entirely new fields of knowledge as the classification and combination of the material which he has been accumulating, together with the acquisition of new and more recondite truths.

By a somewhat arbitrary, though by no means a forced classification, all possible knowledge may be included under three heads, viz., (1) *a knowledge of man*; (2) *a knowledge of nature*; (3) *a knowledge of fixed relations, or mathematics*.

[That I may not seem to have overlooked the knowledge of God, allow me to say, in passing, that I regard it as included in the first two. We have no direct knowledge of God; and when God wished to reveal to us his wisdom and power, he did it in the works of Nature; and when he would reveal to us his loving heart, he did it by sending his only son into the world — *a Man*.]

Each one of these three grand subjects for study should run throughout the high-school course and should share the time about equally with the others.

Man gives us language, history, the arts, and mental philosophy. Nature opens to us the wonders of the animal and vegetable kingdoms, the physical constitution and forces of the globe, and, indeed, the whole of the created universe. Mathematics treats of all the relations of number and space.

I may, perhaps, be excused from presenting a detailed scheme of studies. This was so elaborately done in the able papers read before the State Association at Peoria and Decatur, and afterward published, that I should only be repeating what you already have in your possession. Allow me, rather, to speak of the underlying principles and methods of high-school instruction.

The studies and methods of the lower grades have been designed to make the mind dexterous and accurate in its operations. The faculties chiefly cultivated

have been the perceptions and memory. The methods of instruction have been predominantly synthetical. A store of facts as a basis for inductive reasoning has been gathered in. The pupil is now to be raised to a higher stand-point of observation, from which he is to comprehend at a glance the relation and dependence of the parts which he has been studying in detail while in the plain below. Investigation of general principles takes the place of mere practice in operations. Subjects, rather than text-books, are studied. We have classifications in place of isolated facts. The judgment now becomes the leading faculty to be trained.

No person, I trust, will understand me to mean that all this change is suddenly brought about as soon as the student enters the high school. We must follow the methods of nature, and nature is never abrupt in the development of her plans. High-school methods will, of course, commence far down in the grades below. They only culminate and become leading principles in the high school itself, so that they may be said eminently to characterize that part of a course of instruction.

But to illustrate these general laws by specific examples. The pure mathematics, as algebra and geometry, take the place of practical arithmetic; criticism and rhetoric follow grammar; the history of mankind and of the development of the race takes the place of mere national history; the general constitution of the globe, both external and internal, as presented in physical geography and geology, is investigated in the light of the great physical laws of the universe. The apparently arbitrary arrangements of man are shown to be, after all, in a great measure, controlled by higher physical forces, which the Creator himself set in operation 'in the beginning'.

The most successful student is no longer the one with the surest memory: he is not the one who retains the greatest number of facts, but he who can deduce the greatest number of facts from a few first principles.

What need for one who has once comprehended the binomial theorem to cram the memory with rules for extracting roots? What system of mnemonics will so well enable one to retain the facts of meteorology, of winds, ocean currents, climate, etc., as a knowledge of the laws of heat and of the contours and elevations of continents? — this, and a judgment accustomed to reason from cause to effect.

The student is now to be led on to independent, self-reliant modes of study. He searches into the deeper mysteries of nature. Having learned in the primary school to discern the external properties of objects, he now begins to study into the secret laws of their existence and their more recondite affinities and relationships. He now learns to classify plants — not merely from general resemblances, but from an inspection of parts which require great patience and practice to discern. The wonderful chemistry of vegetable germination and growth is unfolded to his mind.

The student has already learned the parts of the human body and the functions of its external members. He now learns something of the mysterious processes of the circulation, of breathing, of digestion and the philosophy of health.

From having seen a few of the rocks and metals which form a part of the earth's crust, he learns to read the history of the world's growth in the depositions of fires and floods and in the successive generations of living beings which have been buried by them.

He may have learned the names of a few planets, and, if peculiarly fortunate in

his teachers, he may know by sight a few of the constellations which gem the sky on a clear night. He now gains some idea how these heavenly bodies are weighed by the astronomer as in a balance, and how their distances and motions are computed.

His mind is enlarged by learning something of the language and literature of other nations as it might be by traveling in a foreign land, and he acquires more accuracy both in the process and the expression of thought. It is true, he can not go far within the portals of all these galleries of knowledge nor familiarize himself with a tithe of their wonderful contents; but it gives the mind a powerful impulse to have the doors held ajar if but for a moment, until one catches a glimpse of the glories within.

It is a good thing to know facts; but how glorious to find these facts transformed into 'windows through which we may behold the infinite beyond'! Henceforth we are freed from the bondage of ignorance and superstition, by which all half-civilized peoples are held in chains until this day. How is our nation to be secured from the wiles of quacks, charlatans, and cunning politicians? I certainly do not know, unless it is to be by training up in every community as many as possible whose knowledge of nature, of affairs, of the laws of mind and motives of human conduct, shall render it impossible to mislead or deceive them in respect to any of these things. Until the dawning of a better day, it will be impossible to educate all up to this standard; but it only takes a little leaven to leaven three measures of meal; and there is on record more than one instance in which the wisdom of one man has saved a city.

I think that we Americans have some reason to rejoice at the degree of general intelligence which prevails, at least in the Northern States of this republic, especially when we compare ourselves with England. In an address delivered in London only three years ago, Huxley makes the following surprising statements: "Every one knows", says he, "that it is a rare thing to find a boy of the upper or middle classes who can read aloud decently, or who can put his thoughts on paper in clear and grammatical (to say nothing of good or elegant) language. The ciphering of the lower schools expands into elementary mathematics in the higher—into arithmetic, with a little algebra, and a little Euclid. But I doubt if one boy in five hundred has ever heard the explanation of a rule of arithmetic, or knows his Euclid otherwise than by rote." Listen to what this witness further deposeth: "Until within a few years back, a boy might have passed through any one of the great public schools [of England] with the greatest distinction and credit, and might never so much as have heard of modern geography, modern history, modern literature, and the whole circle of the sciences—physical, moral, and social. He might never have heard that the earth goes round the sun; that England underwent a great revolution in 1688; that there once lived certain notable men called Chaucer, Shakspeare, Milton, Voltaire, Goethe, and Schiller; and as for science, the only idea the word would suggest to his mind would be dexterity in boxing."

In Heaven's name, then, you well may ask, what did they teach in those great public schools? Why, they taught Greek Mythology. To quote the delicate sarcasm of James Russell Lowell, they "pained themselves to write Latin verses, matching their wooden bits of phrase together as children do dissected maps, and

measuring the value of what they had done, not by any standard of intrinsic merit, but by the difficulty of doing it." Upon the showing of such a record, there is no wonder that a reaction has commenced in England against classical learning which almost threatens its existence. The trouble has been that, failing to recognize the equal claims of the three great departments of education, they have confined themselves to one, and indeed to a very limited portion of that.

I shall complete this picture by one more quotation from Huxley, and I am glad to say that it is taken from an address delivered in London seventeen years ago. "I am addressing, as I imagine," says he, "an audience of educated persons; and yet I dare venture to assert that, with the exception of those of my hearers who may chance to have received a medical education, there is not one who could tell me what is the meaning and use of an act which he performs a score of times every minute, and whose suspension would involve his immediate death—I mean the act of breathing; or who could state in precise terms why it is that a confined atmosphere is injurious to health."

Imagine a popular lecturer addressing such language to an American audience of '*educated persons*'. If allowed to proceed, he certainly would owe the favor to extreme forbearance on the part of his hearers.

What is it that has raised the general intelligence of the American people above the fear of such reproaches? No influence has been more potent to this end than that of high schools.

Edward Everett once filled a visitor with astonishment and admiration by boasting that the richest citizen there could not buy for his son a better education than Boston offered as a free gift to the sons of every humble laborer. There are now throughout the states a thousand cities, towns and villages who can repeat that boast with but a slight discount.

To what do we owe improved styles of architecture for dwellings and public buildings, and improved sanitary conditions of cities and abodes of men, except to the higher general intelligence of the people, who seem just beginning to learn something of the great laws of the physical universe, and the economy of God in pouring out all around us in such abundance the air of heaven and the floods of his sunlight, and in sending streams of pure water through the land and under it? We are just beginning, as a race, to learn the uses of air, sunshine, and water; and if our superior schools are not the original discoverers of these great underlying principles of happiness and physical well-being, they are at least the great distributors of them—*i.e.*, they bring them to the knowledge of the people.

Of high-school work in its relation to the college I need not speak at length. I have considered the high school as having a work of its own, and as independent, in a sense, even of the common school, though building upon it as a foundation. Perhaps it would be more just to consider the common school as foundation and one story. The building may stop here, and with a roof may serve as a shelter and an abode; but it lacks proportion and finish. The high school may serve as second story, and the college as Mansard roof. The structure may stop at the top of either first, second or third story, and still be a building. The full-grown mansion is best of all; but the great majority of mankind still dwell in one-story houses, and it will probably be a long time before we shall be able to give the ma-

jority more than a one-story education. If, indeed, we are ever able to bring all out of the basements and cellars, it will be a time of great rejoicing.

But the point which I wish to illustrate by this somewhat confused metaphor is, that each stage of education should be complete in itself. If high schools afford means of preparation for college, they should do it as an incidental and not as a main work. The student who expects to take a college course wants to do a very different sort of work from that of him who is to go immediately into any other kind of business. The needs of the many must take precedence of those of the few. Whether a high school shall fit students for college must be determined in each individual case upon principles of a wise economy. As a matter of fact, most towns could more economically send abroad for preparation those of their youth who display predilections for a college course than provide them with suitable instructors at home.

The Boston Latin School, probably the oldest and most popular, as well as the most favorably-situated public preparatory school in the country, during the last sixty years has sent out an annual average of only about thirteen students fitted for college. Chicago and Cincinnati, each, with from four to six hundred high-school pupils, succeeds in getting off to college yearly a squad of from five to seven young men. The statistics of all the high schools of the West, were they accessible, would undoubtedly show but meagre results in this direction.

The lesson from these facts is this: The high school must do its own work without reference to the college, in a few favorably-situated places attaching the preparatory work to itself as an addendum.

There are some general principles bearing upon the arrangement, consecutive order and relative time of each study in a high-school course, which deserve more than a passing notice, but which, for lack of time, must be dismissed with a bare statement.

1st. The time allotted to each study should be so short as to require diligence and industrious application on the part of the average student.

2d. The arrangement of subjects should be such as to afford the strongest inducement to constant attendance.

3d. Studies should not lap over from one year to another or from one term to another, unless they require more time than an entire year or an entire term.

4th. Studies having a logical relation to each other should come in the order of their dependence.

5th. So far as is not inconsistent with principle 4th, the most practical studies should come earliest in the course, but the so-called 'generous studies' should have full recognition in their proper place.

And yet, we can not but recognize all true culture as preëminently practical. Whatever makes the soul grow is practical. Still, it can not be denied that some kinds of knowledge are more immediately related to the question of bread and butter than others. Where mere existence is a struggle, every other consideration must give way to the one question "What shall I eat, what shall I drink, and wherewithal shall I be clothed?" But, thanks to the arts of modern civilization, the human race is freeing itself more and more from the slavery of gaining a subsistence. This fact, together with the wonderful — almost universal — diffusion of a cheap literature, creates conditions most favorable for a higher culture of man's

spiritual nature. We are in little danger, it is true, of having too much of what Huxley calls 'material civilization' — that which "gives us great ships, railways, telegraphs, factories, printing-presses," and all that "without which the whole fabric of modern society would sink into a mass of stagnant pauperism." We want all these, and the more the better; but it will be the worse for us, as a nation and as a race, if our moral, intellectual and æsthetical culture is to be sacrificed upon the altar of a material prosperity.

We want, of course, first, to make as many as possible masters of the *material* facts of their existence. In this land and with our own sturdy race, this is perhaps not the most difficult part of our task. "The Saxon," says Lowell, "is healthy, in no danger of liver-complaint, with a digestive apparatus of amazing force and precision. He is the best farmer and best grazier among men, raises the biggest crops and fattest cattle, and consumes proportionate quantities of both. He settles and sticks like a diluvial deposit on the warm low-lying levels, physical and moral."

Such a character needs but little outside impulse in the direction of material things. With proper moral and æsthetical culture, however, it constitutes the material of a society both prosperous, intelligent, and virtuous. In short, with such material and such culture, we may have a society containing all the elements of perfection. That the men and women who must be the influential and leading spirits in such a society may be properly fitted for their responsible positions, we should furnish, in every town and village throughout the land, to as many as will receive it, that complete and generous education which, as Milton says, "fits a man to perform justly, skillfully and magnanimously all the offices, both public and private, in peace and in war."

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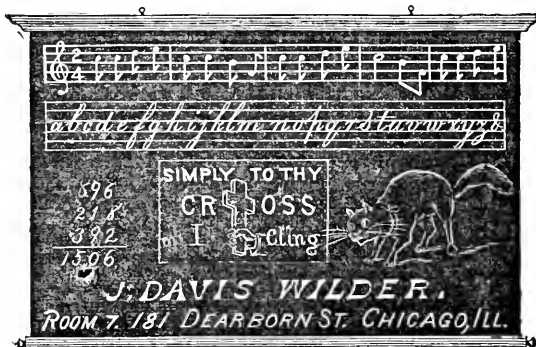
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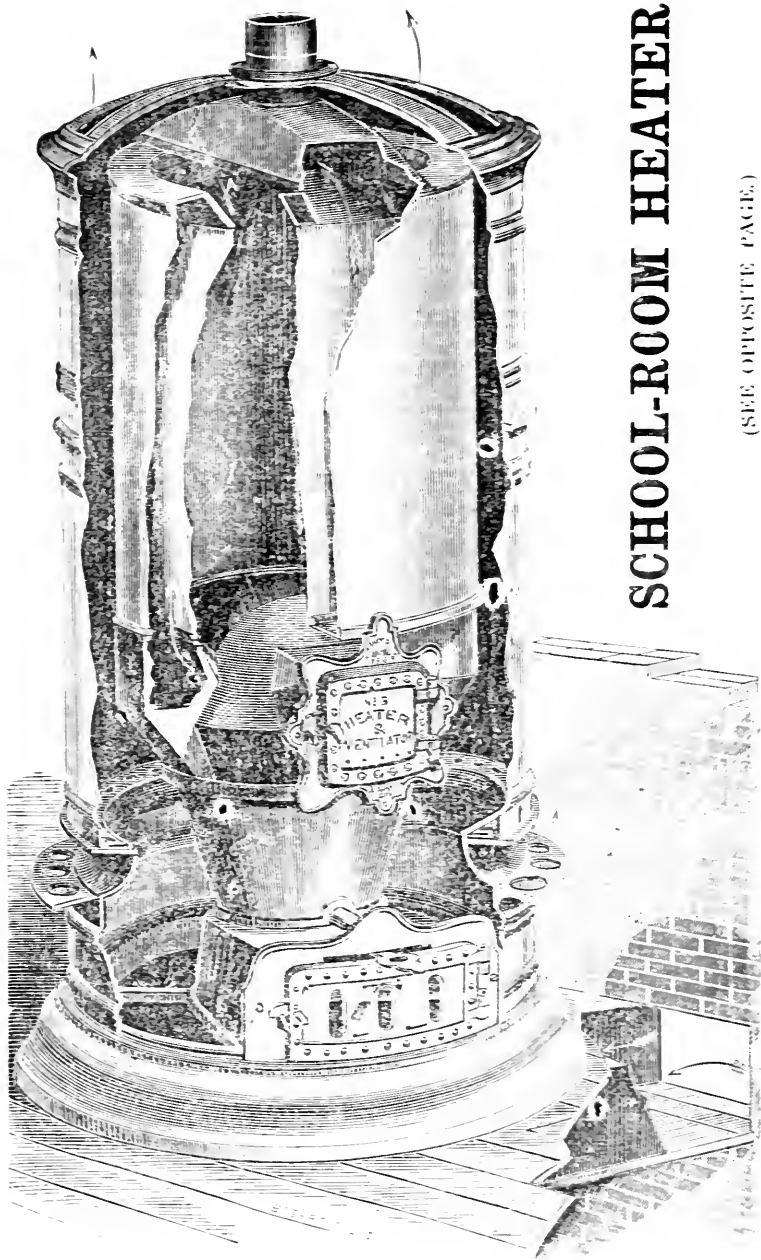
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Utica, "	Columbus, "	Bloomington, "	Boston, Mass.
Elmira, "	Marietta, "	Beloit, Wis.	Cambridge, "
Newburgh, "	Chillicothe, "	Whitewater, "	Charlestown, "
Syracuse, "	Ashtabula, "	Detroit, Mich.	Fitchburg, "
Rochester, "	Fremont, "	Jackson, "	Lawrence, "
Poughkeepsie, "	Lancaster, "	Monroe, "	Lynn, "
Buffalo, "	Oberlin, "	Adrian, "	Brighton, "
Hudson, "	Elyria, "	Ann Arbor, "	Milford, "
Niagara Falls, "	Providence, R. I.	Niles, "	Newton, "
Rome, "	Pawtucket, "	Hudson, "	Newburyport, "
Ogdensburg, "	Indianapolis, Ind.	Tecumseh, "	Lowell, "
Newark, N. J.	Richmond, "	Flint, "	Salem, "
Jersey City, "	Logansport, "	Biddeford, Me.	Springfield, "
Hoboken, "	Wabash, "	Saco, "	North Adams, "
Elizabeth, "	Kansas City, Mo.	Waterville, "	Haverhill, "
Orange, "	Petersburg, Va.	Castine, "	Taunton, "
Hudson City, "	New Orleans, La.	Burlington, Vt.	Worcester, "
New Brunswick, "	Georgetown, D. C.	New Haven, Conn.	Chelsea, "
Allegheny, Pa.	Newport, Ky.	Waterbury, "	Fall River, "
Montrose, "	Covington, "	Bridgeport, "	Plymouth, "
Corry, "	Chicago, Ill.	Norwalk, "	Westfield, "
Erie, "	Freeport, "	New Britain, "	Northampton, "
Pittsburg, "	Pana, "	Des Moines, Iowa.	New Bedford, "
Titusville, "	Peoria, "	Clinton, "	Pittsfield, "
Hyde Park, "	Dixon, "	Sioux City, "	Chicopee, "
Cincinnati, Ohio.	Centralia, "	Iowa City, "	Holyoke, "

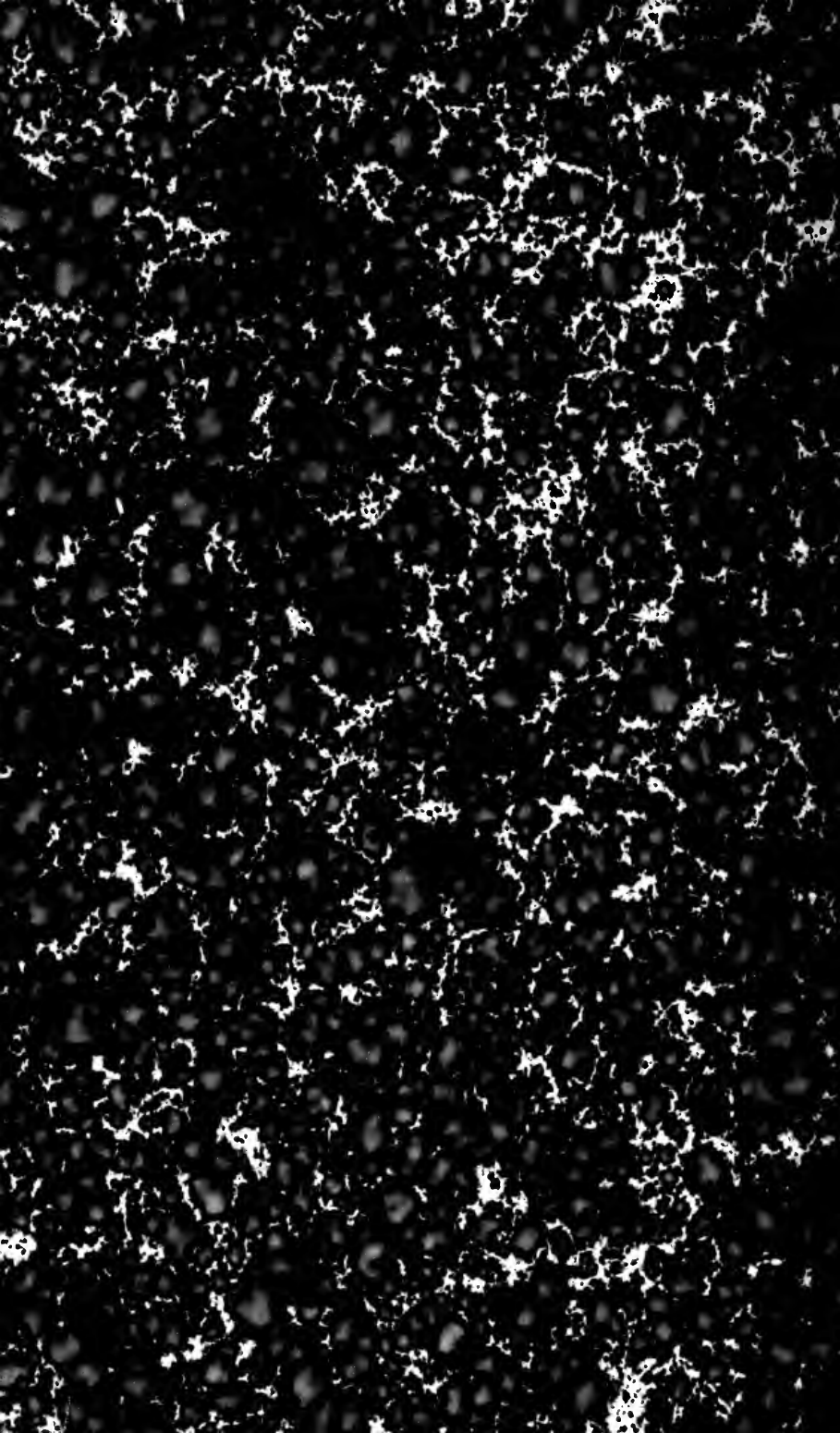
And in numerous other cities and towns in all parts of the country. Also in the

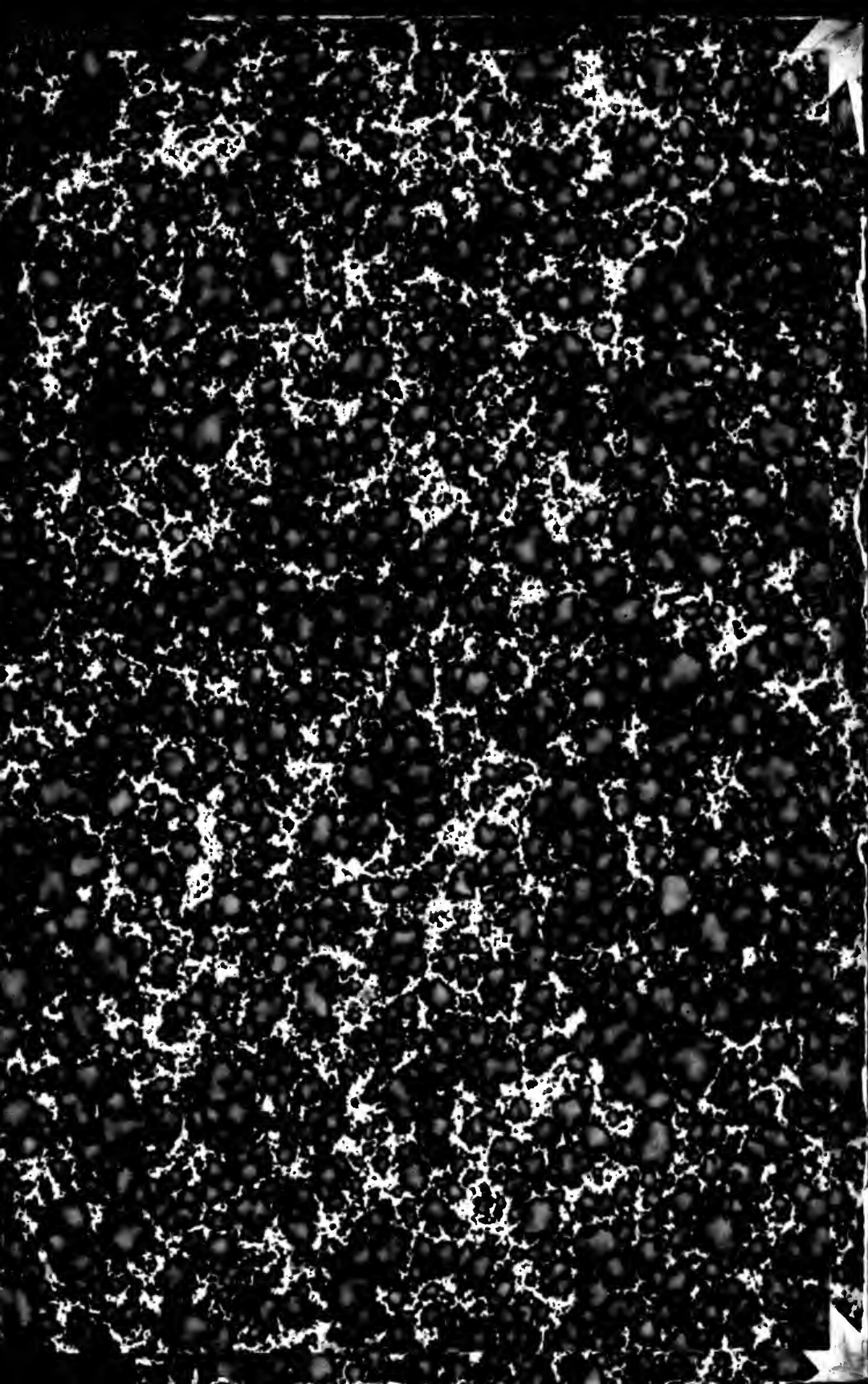
State Normal School at	Castine, Maine.
" " " "	Salem, Massachusetts.
" " " "	Westfield, "
" " " "	New Britain, Connecticut
" " " "	Oswego, New York.
" " " "	Fredonia, "
" " " "	Potsdam, "
" " " "	Trenton, New Jersey.
" " " "	Whitewater, Wis.
" " " "	Kutztown, Pa.
" " " "	Baltimore, Maryland.
Normal School at	Lebanon, Ohio.
" " " "	Geneva, "
" " " "	Orwall, "
" " " "	Chicago, Illinois.
" " " "	New York City.

The Girls' Normal College, -	Brooklyn.
The College of the City of New York, -	"
Rutger's Female College, -	"
Brooklyn Collegiate and Polytechnic Institute, -	Brooklyn.
Packer Collegiate Institute, -	"
Abbott Female Academy, -	Andover, Massachusetts.
Wesleyan Seminary, -	Wilbraham, "
Waterville Classical Institute, -	Waterville, Maine.
Robinson Female Seminary, -	Exeter, New Hampshire.
Wyers' Scientific and Classical Institute, -	West Chester, Pennsylvania
Baltimore Female College, -	Baltimore, Maryland.
Chicago Normal and High School, -	Chicago, Illinois.
Missouri State University, -	Columbia, Missouri.
Iowa State University, -	Iowa City, Iowa.
Upper Iowa University, -	Fayette, "
Kansas State Agricultural College, -	Manhattan, Kansas.
Kalamazoo College, -	Kalamazoo, Mich.
Chickering Classical and Scientific Institute, -	Cincinnati, Ohio.
Western Female Seminary, -	Oxford, "
Columbian College, -	Washington, D. C.
Webster Collegiate Institute, -	Norfolk, Va.
Lusher's Coliseum Academy, -	New Orleans, Louisiana.
Elmira Female College, -	Elmira, New York.
" Free Academy, -	"

And in hundreds of other Colleges, Academies, Seminaries, and High Schools







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